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Attachment A1.1

Participating LEAs	LEA Demographics			Signatures on MOUs			MOU Terms	Prel. Scope of Work–Participation in each app. Plan Criterion														
	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	Local Teachers Union (if applicable)	Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3) (iii)	(D)(2) (i)	(D)(2) (ii)	(D)(2) (iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2) (iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Academic and Career Education Acad	1	135	112	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Academy for Business and Technology	2	669	634	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Academy of Detroit-West	2	225	225	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Academy of Flint	1	556	546	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Academy of Lathrup Village	1	393	342	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Academy of Oak Park	3	1,247	1,098	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Academy of Southfield	1	373	286	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Academy of Warren	1	849	849	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Academy of Waterford	1	211	191	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Academy of Westland	1	352	329	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
ACE Academy (SDA)	2	164	164	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Achieve Charter Academy			0	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Adams Township School District	2	435	252	Y	Y	N	Y	Y	Y	Y	Y	Y	N	Y	Y	N	Y	Y	N	Y	Y	Y	N
Addison Community Schools	3	999	395	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Adrian City School District	8	3,593	2,154	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Advanced Technology Academy	2	1,084	847	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
AGBU Alex-Marie Manoogian School	1	337	61	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Airport Community School District	6	2,935	1,232	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Aisha Shule/WEB Dubois Prep. Acade	1	219	219	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Akron-Fairgrove Schools	2	317	217	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Alanson Public Schools	1	320	203	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Alba Public Schools	1	220	177	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Albion Public Schools	4	1,175	972	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Alcona Community Schools	3	986	516	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Algonac Community School District	6	2,084	861	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Allegan Area Educational Service Age	5	121	110	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Allegan Public Schools	7	2,813	2,807	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Allen Academy	1	1,035	973	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Allen Park Public Schools	6	3,720	1,059	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Allendale Public School District	5	2,205	659	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Alma Public Schools	6	2,297	1,260	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Almont Community Schools	4	1,810	446	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Alpena Public Schools	11	4,482	2,115	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Alpena-Montmorency-Alcona ESD	0	0	0	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
American Montessori Academy	1	293	87	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Anchor Bay School District	12	6,530	1,320	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ann Arbor Learning Community	1	278	16	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ann Arbor Public Schools	32	16,403	3,240	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Arbor Academy	1	184	118	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Armada Area Schools	5	2,010	2,045	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Arts Academy in the Woods	1	306	56	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Arts and Technology Academy of Pont	1	401	357	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Arvon Township School District	1	7	3	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ashley Community Schools	2	381	160	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Athens Area Schools	3	711	337	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Atherton Community Schools	3	986	677	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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Atlanta Community Schools	1	353	271	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Au Gres-Sims School District	2	400	237	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
AuTrain-Onota Public Schools	1	30	17	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Avondale School District	8	3,804	904	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bad Axe Public Schools	4	1,278	543	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Baldwin Community Schools	3	566	545	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bangor Township Schools	5	2,533	1,276	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bangor Township Schools	4	1,315	891	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Baraga Area Schools	3	541	266	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bark River-Harris School District	2	666	292	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Barry ISD	1	29	29	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bath Community Schools	3	956	278	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Battle Creek Area Learning Center	1	149	120	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Battle Creek Public Schools	17	6,439	5,082	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bay City School District	15	8,951	4,500	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bay County PSA	1	178	149	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bay-Arenac Community High School	1	145	103	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bay-Arenac ISD	0	0	0	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Beal City Public Schools	3	642	242	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bear Lake School District	2	354	217	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Beaver Island Community School	1	70	30	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Beaverton Rural Schools	3	1,385	835	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bedford Public Schools	7	5,161	1,115	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Beecher Community School District	5	1,796	1,701	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Belding Area School District	5	2,228	1,341	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bellaire Public Schools	2	528	191	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bellevue Community Schools	2	668	362	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ben Ross Public School Academy	1	690	665	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bendle Public Schools	5	1,668	1,294	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bentley Community Schools	3	931	471	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Benton Harbor Area Schools	13	3,525	3,525	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Benton Harbor Charter School	1	483	483	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Benzie County Central Schools	6	1,840	1,145	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Berlin Township S/D #3	1	33	17	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Berrien RESA	2	130	130	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bessemer Area School District	2	458	256	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Big Bay De Noc School District	1	266	137	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Big Jackson School District	1	37	32	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Big Rapids Public Schools	7	2,027	1,123	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bingham Academy	1	103	78	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Birch Run Area School District	4	1,844	760	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Blanche Kelso Bruce Academy	6	378	378	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Blissfield Community Schools	3	1,267	435	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bloomingdale Public School District	4	1,400	1,113	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bois Blanc Pines School District	1	2	0	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Boyne City Public Schools	5	1,277	561	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Branch ISD	2	479	427	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Brandon School District	7	3,421	1,027	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Brandywine Community Schools	5	1,425	786	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Breckenridge Community Schools	4	880	417	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Breitung Township Schools	3	1,808	676	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bridge Academy	1	565	565	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bridgeport-Spaulding Community Scho	5	1,708	1,236	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Brimley Area Schools	2	498	248	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Britton-Macon Area School District	1	531	148	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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Bronson Community School District	4	1,298	830	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Buckley Community School District	1	382	215	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Buena Vista School District	5	983	762	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bullock Creek School District	5	2,025	804	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Burt Township School District	1	63	54	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Burton Glen Charter Academy	1	725	581	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Business Entrepreneurship, Science, T	1	501	485	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Byron Area Schools	3	1,283	437	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Byron Center Charter School	1	202	54	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Byron Center Public Schools	6	3,242	766	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
C.O.O.R. ISD	0	0	0	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cadillac Area Public Schools	9	3,189	1,762	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Caledonia Community Schools	9	3,960	599	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Calhoun ISD	3	189	189	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Camden-Frontier Schools	3	550	242	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Canton Charter Academy	1	695	66	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Capac Community School District	4	1,638	610	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Capital Area Academy	1	189	164	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Carman-Ainsworth Community Schools	7	4,869	3,004	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Carney-Nadeau Public Schools	1	262	44	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Caro Community Schools	5	2,028	1,090	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Carrollton School District	5	1,768	1,285	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Carson City-Crystal Area Schools	4	1,120	571	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Carsonville-Port Sanilac School Distric	3	630	395	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Caseville Public Schools	3	269	164	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Casman Alternative Academy	1	84	84	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cass City Public Schools	3	1,287	725	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cassopolis Public Schools	4	1,258	688	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cedar Springs Public Schools	7	3,389	1,430	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Center Academy	1	388	370	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Center Line Public Schools	6	2,807	2,919	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Central Academy	1	483	438	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Central Lake Public Schools	1	409	208	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Central Montcalm Public Schools	6	1,896	1,138	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Centreville Public Schools	4	988	445	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cesar Chavez Academy	3	1,537	1,531	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Chandler Park Academy	3	1,605	1,458	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Chandler Woods Charter Academy	1	695	204	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Charlevoix Public Schools	4	1,201	404	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Charlevoix-Emmet ISD	1	90	60	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Charlotte Public Schools	7	3,147	1,310	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Chassell Township School District	1	283	159	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Chatfield School	1	447	61	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cheb-Otsego-Presque Isle ESD	1	14	14	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Chelsea School District	6	2,649	325	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cherry Hill School of Performing Arts	1	920	898	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Chippewa Hills School District	7	2,241	1,393	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Chippewa Valley Schools	19	15,602	3,061	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
City of Harper Woods Schools	4	1,243	811	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Clara B. Ford Academy (SDA)	1	177	177	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Clare-Gladwin Regional Education Ser	0	0	0	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Clarenceville School District	4	1,843	915	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Clarkston Community School District	12	8,060	999	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Climax-Scotts Community Schools	3	647	187	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Clinton Community Schools	3	1,154	307	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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Clinton County RESA	2	126	69	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Clintondale Community Schools	6	3,908	2,530	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Clio Area School District	6	3,440	1,305	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Coldwater Community Schools	7	3,253	1,765	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cole Academy	1	132	94	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Coleman Community School District	2	889	503	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Colin Powell Academy	1	660	584	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Coloma Community Schools	5	1,854	973	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Colon Community School District	3	704	407	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Columbia School District	5	1,690	616	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Commonwealth Community Devel. Aca	1	260	260	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
Comstock Park Public Schools	6	2,544	1,260	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Comstock Public Schools	6	2,322	1,524	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Concord Academy - Petoskey	1	331	94	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Concord Community Schools	4	922	426	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Concord Montessori and Community School				Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Conner Creek Academy	2	518	514	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Conner Creek Academy East	3	843	550	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Constantine Public School District	5	1,511	849	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Coopersville Area Public School Distric	6	2,533	881	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Copper Country ISD	1	56	56	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Corunna Public School District	5	2,433	999	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Countryside Academy	2	476	380	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Covenant House Life Skills Center Cen	1	331	331	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Covenant House Life Skills Center Eas	1	344	344	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Covenant House Life Skills Center Wes	1	289	289	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Covert Public Schools	3	670	629	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Crawford AuSable Schools	5	1,784	1,090	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Creative Learning Academy of Science	1	56	42	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Creative Montessori Academy	1	648	281	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Creative Technologies Academy	1	289	58	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A	Y	Y	Y	Y	Y	Y
Crescent Academy	1	343	255	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Crestwood School District	5	3,410	1,875	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cross Creek Charter Academy	1	717	179	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Crossroads Charter Academy	2	565	312	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Croswell-Lexington Community School	6	2,300	1,196	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Da Vinci Institute	2	262	190	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dansville Schools	3	907	226	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
David Ellis Academy	1	326	227	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
David Ellis Academy West	1	738	509	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Davison Community Schools	9	5,456	1,753	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dearborn Academy	1	471	471	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dearborn City School District	33	17,941	11,939	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dearborn Heights School District #7	6	2,816	1,688	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Decatur Public Schools	3	1,040	666	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Deckerville Community School District	2	647	371	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Deerfield Public Schools	1	315	102	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Delta-Schoolcraft ISD	0	0	0	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Detour Area Schools	3	204	114	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Detroit Academy of Arts and Sciences	3	2,110	1,814	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Detroit City School District	189	91,827	80,848	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Detroit Community Schools	2	992	838	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Detroit Enterprise Academy	1	668	607	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Detroit Merit Charter Academy	1	706	611	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Detroit Midtown Academy	1	302	302	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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Detroit Premier Academy	1	727	634	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
DeWitt Public Schools	6	2,968	310	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dickinson-Iron ISD	1	48	8	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Discovery Arts and Technology PSA	1	176	176	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dollar Bay-Tamarack City Area School	2	302	171	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dove Academy of Detroit	1	404	326	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dr. Charles Drew Academy	1	396	396	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dream Academy	1	144	125	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dryden Community Schools	2	712	164	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dundee Community Schools	4	1,687	425	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Durand Area Schools	6	1,802	838	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Eagle Crest Charter Academy	1	704	260	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
East China School District	11	5,097	1,478	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
East Jackson Community Schools	4	1,335	784	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
East Jordan Public Schools	3	1,124	580	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
East Lansing School District	8	3,391	972	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Eastern Upper Peninsula ISD	0	0	0	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Eastern Washtenaw Multicultural Acad	1	202	166	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Easton Township S/D #6	1	33	2	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Eaton Academy	1	454	344	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Eaton ISD	1	2	2	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Eaton Rapids Public Schools	6	2,928	1,126	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Eau Claire Public Schools	2	738	549	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ecorse Public School District	3	1,009	873	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Edison Public School Academy	1	1,072	587	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Edison-Oakland Public School Academ	1	930	772	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Edwardsburg Public Schools	5	2,658	890	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
El-Hajj Malik El-Shabazz Academy	1	306	306	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Elk Rapids Schools	4	1,554	501	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ellsworth Community School	1	218	103	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Elm River Township School District	1	14	6	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Endeavor Charter Academy	1	636	350	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Engadine Consolidated Schools	2	292	153	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Essexville-Hampton Public Schools	5	1,915	611	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Evart Public Schools	4	1,102	756	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ewen-Trout Creek Consolidated Schoo	1	283	170	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Excel Charter Academy	2	805	364	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Excelsior Township S/D #1	1	47	34	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Farmington Public School District	26	11,971	2,097	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Farwell Area Schools	4	1,541	1,079	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fennville Public Schools	4	1,472	1,056	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ferndale Public Schools	7	4,025	2,354	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fitzgerald Public Schools	6	3,015	2,246	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Flagship Charter Academy	1	488	480	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Flat Rock Community Schools	4	1,893	842	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Flint City School District	36	13,798	10,947	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Flushing Community Schools	7	4,309	1,182	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Forest Area Community Schools	4	770	530	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Forest Park School District	1	538	235	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fortis Academy	1	724	285	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Four Corners Montessori Academy			0	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fowler Public Schools	2	529	85	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fowlerville Community Schools	5	3,107	1,015	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Francis Reh PSA	1	250	248	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Frankenmuth School District	3	1,266	172	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Frankfort-Elberta Area Schools	2	539	287	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fraser Public Schools	8	4,811	1,588	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Free Soil Community Schools	1	48	35	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Freeland Community School District	3	1,812	297	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fremont Public School District	6	2,378	1,051	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Frontier International Academy	1	282	282	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fruitport Community Schools	7	3,194	1,445	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fulton Schools	4	980	420	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Galesburg-Augusta Community Schoo	4	1,219	597	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Garden City School District	9	5,122	2,149	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gaudior Academy	1	210	119	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gaylord Community Schools	6	3,228	1,510	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Genesee ISD	1	64	64	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Genesee School District	2	812	489	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
George Crockett Academy	2	438	397	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
George Washington Carver Academy	1	542	542	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gerrish-Higgins SD (Roscommon)	4	1,595	982	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gibraltar School District	8	3,669	1,096	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gladstone Area Schools	4	1,612	633	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gladwin Community Schools	5	1,980	1,102	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Glen Lake Community Schools	2	806	218	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Glenn Public School District	1	48	15	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Gobles Public School District	2	990	431	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Godwin Heights Public Schools	6	2,353	1,799	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gogebic-Ontonagon ISD	1	7	7	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Goodrich Area Schools	4	2,210	301	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Grand Blanc Academy	1	456	310	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Grand Blanc Community Schools	13	8,461	2,005	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Grand Haven Area Public Schools	11	5,868	1,858	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Grand Ledge Public Schools	10	5,316	1,310	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Grand Rapids Child Discovery Center	1	197	140	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Grand Rapids Public Schools	71	18,204	16,534	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Grand Traverse Academy	1	1,063	155	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Grandville Public Schools	11	5,877	1,410	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Grant Public School District	5	2,342	1,093	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Grant Township S/D #2	1	5	0	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Grass Lake Community Schools	3	1,277	310	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gratiot-Isabella RESD	2	64	64	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Grattan Academy	2	191	65	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Great Lakes Academy	1	209	209	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Great Oaks Academy	1	672	452	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Grosse Ile Township Schools	4	1,875	125	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Grosse Pointe Public Schools	16	8,513	875	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gull Lake Community Schools	5	2,818	535	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gwinn Area Community Schools	4	1,309	807	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hale Area Schools	3	634	474	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hamilton Community Schools	6	2,595	570	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hamtramck Academy	1	472	472	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hamtramck Public Schools	6	2,871	2,742	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hancock Public Schools	3	838	419	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hanley International Academy	1	545	434	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hanover-Horton Schools	3	1,352	350	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Harbor Beach Community Schools	3	592	301	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Harbor Springs School District	4	1,050	263	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Harper Creek Community Schools	5	2,558	850	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Harrison Community Schools	6	1,638	1,197	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hart Public School District	4	1,287	880	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hartford Public School District	4	1,469	1,041	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Haslett Public Schools	6	2,784	494	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hastings Area School District	6	3,028	1,286	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hazel Park City School District	11	4,998	3,477	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
HEART Academy	1	218	162	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hemlock Public School District	5	1,362	283	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Henry Ford Academy	1	485	80	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Henry Ford Academy: School for Creative Studies (PSAD)			0	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hesperia Community Schools	4	1,121	756	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Highland Park City Schools	5	2,856	2,437	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hillsdale Community Schools	6	1,812	1,177	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hillsdale ISD	2	138	138	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hillsdale Preparatory School	1	73	23	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Holland City School District	9	4,115	2,743	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Holly Academy	1	708	115	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Holly Area School District	8	3,876	1,368	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Holt Public Schools	12	5,973	2,004	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Holton Public Schools	3	1,042	758	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Homer Community Schools	4	1,066	528	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Honey Creek Community School	1	189	33	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hope Academy	1	484	479	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hopkins Public Schools	4	1,672	494	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Houghton Lake Community Schools	5	1,672	1,159	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Houghton-Portage Township Schools	3	1,253	311	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Howell Public Schools	10	8,422	2,114	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hudson Area Schools	3	991	498	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hudsonville Public School District	11	5,556	1,216	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Huron Academy	1	431	184	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Huron ISD	1	62	38	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Huron School District	5	2,487	724	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Huron Valley Schools	18	10,325	2,518	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ida Public School District	3	1,674	301	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Imlay City Community Schools	5	2,302	1,175	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ingham ISD	4	103	56	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Inland Lakes Schools	4	976	522	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
International Academy of Flint	1	1,074	932	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
International Academy of Saginaw	1	163	131	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ionia ISD	1	13	13	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ionia Public Schools	8	3,105	1,721	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ionia Township S/D #2	1	9	8	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Iosco RESA	1	38	36	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Iron Mountain Public Schools	6	1,265	456	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ironwood Area Schools	4	1,002	595	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ishpeming Public School District	3	869	428	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Island City Academy	1	196	62	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ithaca Public Schools	3	1,375	560	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Jackson Arts and Technology PSA	1	108	108	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Jackson ISD	3	61	61	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Jackson Public Schools	13	6,351	4,642	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Jefferson Schools (Monroe)	6	2,153	710	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Jenison Public Schools	8	4,567	1,086	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Johannesburg-Lewiston Area Schools	3	827	447	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Jonesville Community Schools	4	1,410	721	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Attachment A1.1

Joseph K. Lumsden Bahweting Anishn	1	444	258	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Joy Preparatory Academy	2	424	366	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kalamazoo Public School District	26	11,696	8,326	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kalamazoo RESA	6	380	380	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kaleva Norman Dickson School Distric	4	743	564	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kalkaska Public Schools	6	1,539	988	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kearsley Community Schools	7	3,604	1,667	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kelloggsville Public Schools	6	2,271	1,731	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kenowa Hills Public Schools	8	3,523	1,450	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kent City Community Schools	3	1,374	238	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kent ISD	0	0	0	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kentwood Public Schools	18	8,653	3,803	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Keystone Academy	1	729	157	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kingsley Area Schools	3	1,519	820	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kingston Community School District	2	646	375	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Knapp Charter Academy	1	715	347	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Laingsburg Community School District	3	1,272	233	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lake City Area School District	4	1,161	782	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lake Fenton Community Schools	4	1,777	420	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lake Linden-Hubbell School District	2	522	240	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lake Shore Public Schools (Macomb)	6	3,339	1,143	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lakeshore School District (Berrien)	5	2,927	735	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lakeview Community Schools (Montca	4	1,553	854	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lakeview Public Schools (Macomb)	6	3,101	922	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lakeview Sch. District (Calhoun)	6	3,819	1,425	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
LakeVille Community Schools	6	1,746	822	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lakewood Public Schools	7	2,166	893	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y
Lamphere Public Schools	6	2,546	1,150	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
L'Anse Area Schools	3	744	328	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
L'Anse Creuse Public Schools	19	12,096	4,021	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lansing Charter Academy				Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lansing Public School District	34	14,160	11,532	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lapeer Community Schools	13	6,516	2,702	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lapeer ISD	1	7	7	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Laurus Academy	1	677	405	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lawrence Public School District	2	749	388	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lawton Community School District	4	1,093	612	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lenawee ISD	2	228	228	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Les Cheneaux Community Schools	3	311	131	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Leslie Public Schools	3	1,365	535	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lewis Cass ISD	1	50	50	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Life Skills Center of Metropolitan Detro	1	435	435	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Life Skills Center of Pontiac	1	174	125	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lighthouse Academy	1	86	86	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lincoln Consolidated School District	7	4,766	1,792	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lincoln Park Public Schools	11	4,567	3,220	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lincoln-King Academy			0	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Linden Charter Academy	1	738	662	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Linden Community Schools	6	3,047	812	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Litchfield Community Schools	2	353	229	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Livingston ESA	0	0	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Livonia Public Schools	25	16,353	3,384	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lowell Area Schools	7	3,872	970	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ludington Area School District	6	2,238	994	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mackinac Island Public Schools	1	78	20	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Mackinaw City Public Schools	1	199	51	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Macomb Academy				Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Macomb ISD	6	889	441	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Madison Academy	1	400	251	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Madison Public Schools (Oakland)	5	1,495	1,167	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Madison School District (Lenawee)	3	1,416	824	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mancelona Public Schools	3	1,065	805	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Manchester Community Schools	3	1,267	261	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Manistee Area Schools	5	1,693	798	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Manistee ISD	1	1	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Manistique Area Schools	3	1,022	548	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Manton Consolidated Schools	3	1,004	691	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Maple Valley Schools	4	1,463	800	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mar Lee School District	1	311	159	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Marcellus Community Schools	4	929	534	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Marion Public Schools	2	562	371	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Marlette Community Schools	3	1,140	590	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Marquette Area Public Schools	8	3,170	957	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Marquette-Alger RESA	1	23	17	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Marshall Academy	1	226	35	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Marshall Public Schools	6	2,435	517	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Marvin L. Winans Academy of Perform	3	1,164	975	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Marysville Public Schools	5	2,646	596	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mason Consolidated Schools (Monroe)	3	1,347	552	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mason County Central Schools	4	1,540	879	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mason County Eastern Schools	2	513	345	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mason Public Schools (Ingham)	6	3,057	841	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mason-Lake ISD	0	0	0	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mattawan Consolidated School	4	3,753	624	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mayville Community School District	3	894	545	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
McBain Rural Agricultural Schools	3	1,069	538	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mecosta-Osceola ISD	4	183	183	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Melvindale-North Allen Park Schools	4	2,801	2,010	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Memphis Community Schools	3	1,056	358	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mendon Community School District	2	728	324	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Menominee Area Public Schools	5	1,753	698	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Menominee ISD	1	6	4	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Meridian Public Schools	3	1,379	552	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Merrill Community Schools	3	795	308	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Merritt Academy	1	396	157	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A	Y	Y	Y	Y	Y	Y
Mesick Consolidated Schools	3	787	524	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Metro Charter Academy	1	697	353	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Michigan Center School District	3	1,407	757	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Michigan Health Academy	1	193	138	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Michigan Mathematics and Science Academy			0	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mid Peninsula School District	1	237	118	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Midland County Educational Service Ag	1	84	23	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mid-Michigan Leadership Academy	1	176	173	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Milan Area Schools	5	2,599	665	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mildred C. Wells Preparatory Academy	1	186	186	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Millington Community Schools	4	1,508	729	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mio-AuSable Schools	2	675	411	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mona Shores Public School District	6	3,889	1,426	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Monroe ISD	3	594	313	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Monroe Public Schools	12	6,594	3,192	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Montabella Community Schools	2	898	610	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Montague Area Public Schools	3	1,448	765	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Montcalm Area ISD	0	0	0	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Montrose Community Schools	4	1,602	933	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Morenci Area Schools	4	845	456	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Morey Charter School	1	230	136	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Morley Stanwood Community Schools	5	1,509	931	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Morrice Area Schools	2	561	216	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mt. Clemens Community School Distric	6	2,046	1,742	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mt. Clemens Montessori Academy	1	312	25	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mt. Morris Consolidated Schools	7	3,109	2,426	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Munising Public Schools	2	688	283	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Muskegon Area ISD	0	0	0	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Muskegon City School District	12	5,187	5,187	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Muskegon Heights School District	7	1,796	1,742	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
N.I.C.E. Community Schools	4	1,206	443	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Nah Tah Wahsh Public School Academ	1	160	143	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Napoleon Community Schools	4	1,592	539	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Nataki Talibah Schoolhouse of Detroit	1	413	196	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Negaunee Public Schools	3	1,425	375	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
New Bedford Academy	1	141	53	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
New Beginnings Academy	1	192	151	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
New Branches School	1	206	142	y	y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
New Buffalo Area Schools	3	661	261	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
New City Academy	1	99	99	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
New Haven Community Schools	4	1,334	689	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Newaygo County RESA	1	1	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Newaygo Public School District	5	1,892	1,109	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Niles Community School District	11	3,895	2,182	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
North Branch Area Schools	5	2,573	1,099	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
North Central Area Schools	3	492	290	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
North Dickinson County Schools	1	336	163	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
North Huron School District	2	453	260	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
North Saginaw Charter Academy	1	503	368	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
North Star Academy	1	97	88	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Northpointe Academy	1	301	289	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Northridge Academy	1	190	190	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Northview Public School District	7	3,376	1,207	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Northwest Academy	1	94	53	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Northwest Community Schools	6	3,047	1,404	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Norway-Vulcan Area Schools	3	822	264	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Nottawa Community School	1	151	84	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Nsoroma Institute	1	194	158	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Oak Park City School District	7	3,780	2,899	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Oakland Academy	1	227	65	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Oakland International Academy	3	539	539	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Oakland ISD	0	21	14	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Oakridge Public Schools	5	1,878	1,182	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Oceana Intermediate School District	0	0	0	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ojibwe Charter School	1	94	82	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Okemos Public Schools	9	4,102	623	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Old Redford Academy	3	1,587	1,319	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Olivet Community Schools	3	1,466	538	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Onaway Area Community School Distr	4	742	452	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Onekama Consolidated Schools	2	411	146	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Onsted Community Schools	4	1,715	523	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Orchard View Schools	6	2,962	1,898	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Oscoda Area Schools	5	1,394	981	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Otsego Public Schools	6	2,243	763	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ottawa Area ISD	2	49	49	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Outlook Academy	1	10	10	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ovid-Elsie Area Schools	5	1,825	675	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Owendale-Gagetown Area Schools	2	217	140	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Owosso Public Schools	8	3,573	1,958	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Oxford Community Schools	8	4,366	1,024	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Palo Community School District	1	79	47	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pansophia Academy	1	188	161	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Paragon Charter Academy	1	673	330	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Paramount Charter Academy	1	903	322	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Parchment School District	6	1,782	951	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Paw Paw Public School District	6	2,343	1,056	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Peck Community School District	2	551	262	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pellston Public Schools	2	712	459	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pennfield School District	5	2,043	858	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pentwater Public School District	1	281	164	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Perry Public School District	5	1,751	669	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pewamo-Westphalia Community Scho	3	651	90	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pierre Toussaint Academy	1	403	403	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pinckney Community Schools	7	4,592	775	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pinconning Area Schools	6	1,615	855	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pine River Area Schools	5	1,234	713	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pittsford Area Schools	2	733	307	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Plainwell Community Schools	6	2,856	917	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Plymouth Educational Center	1	962	808	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Plymouth-Canton Community Schools	25	19,014	2,744	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pontiac Academy for Excellence	1	1,141	1,120	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pontiac City School District	17	7,046	6,927	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Port Hope Community Schools	1	86	47	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Port Huron Area School District	20	10,531	5,681	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Portage Public Schools	14	8,697	2,178	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Portland Public School District	4	2,116	582	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Posen Consolidated School District	2	250	131	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Potterville Public Schools	4	936	240	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Presque Isle Academy II	1	61	52	Y	N	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Prevail Academy	1	657	320	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Public Schools of Calumet	4	1,524	921	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Public Schools of Petoskey	7	2,979	1,087	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Quest Charter Academy			0	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Quincy Community School District	3	1,418	617	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Reach Charter Academy	1	309	194	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Reading Community Schools	2	901	499	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Redford Union School District	8	3,512	2,061	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Reed City Area Public Schools	4	1,700	947	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Reese Public Schools	3	964	381	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Reeths-Puffer Schools	7	3,990	1,711	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Renaissance Public School Academy	1	302	172	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Republic-Michigamme Schools	1	135	72	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Richfield Public School Academy	1	571	534	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ridge Park Charter Academy	1	588	433	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
River Rouge School District	3	1,171	1,150	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

River Valley School District	4	763	378	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Riverside Academy	2	1,004	1,004	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Riverview Community School District	5	2,631	796	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Rochester Community School District	22	14,864	1,689	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Rockford Public Schools	16	7,994	1,130	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Rogers City Area Schools	2	596	250	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Romeo Community Schools	9	5,578	1,241	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Romulus Community Schools	10	4,044	2,916	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Roseville Community Schools	13	6,042	3,827	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ross Hill Academy	2	185	172	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Rudyard Area Schools	3	936	569	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Saginaw City School District	25	9,484	7,922	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Saginaw County Transition Academy	1	126	126	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Saginaw ISD	2	83	83	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Saginaw Learn to Earn Academy	1	118	118	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Saginaw Preparatory Academy	1	247	244	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Saginaw Township Community School	9	5,364	1,904	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Saline Area Schools	8	5,460	354	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sand Creek Community Schools	2	913	307	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sandusky Community School District	4	1,209	647	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sanilac ISD	1	8	8	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Saranac Community Schools	4	1,143	459	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Saugatuck Public Schools	3	851	282	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sault Ste. Marie Area Schools	6	2,409	1,194	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
School District of the City of Inkster	4	3,153	2,714	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
School District of the City of Royal Oak	9	5,333	1,326	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
School District of Ypsilanti	11	3,851	2,623	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Schoolcraft Community Schools	4	1,181	196	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Shelby Public Schools	9	1,634	1,028	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Shepherd Public School District	5	1,643	565	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Shiawassee Regional ESD	0	0	0	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sigel Township S/D #3F	1	15	3	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sigel Township S/D #4F	1	18	13	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sigel Township S/D #6	1	9	5	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sodus Township S/D #5	1	71	35	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
South Arbor Charter Academy	1	737	125	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
South Haven Public Schools	5	2,259	1,286	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
South Lake Schools	6	2,303	907	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
South Redford School District	6	3,373	1,652	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Southfield Public School District	17	8,787	4,623	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Southgate Community School District	12	5,661	2,253	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sparta Area Schools	6	2,863	1,112	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Spring Lake Public Schools	6	2,373	406	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Springport Public Schools	3	1,034	629	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
St. Charles Community Schools	4	1,131	460	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
St. Clair County Learning Academy	1	36	36	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
St. Clair County RESA	0	0	0	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
St. Ignace Area Schools	4	695	385	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
St. Joseph County ISD	0	0	0	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
St. Joseph Public Schools	5	2,846	481	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
St. Louis Public Schools	5	1,229	446	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Standish-Sterling Community Schools	4	1,800	970	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Stanton Township Public Schools	1	150	94	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Star International Academy	1	1,163	1,027	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Stephenson Area Public Schools	5	742	377	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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Stockbridge Community Schools	5	1,692	709	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sturgis Public Schools	7	3,328	2,007	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Summerfield School District	3	790	156	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Summit Academy	1	403	191	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Summit Academy North	3	1,404	584	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sunrise Education Center	1	58	39	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Superior Central Schools	1	404	180	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Suttons Bay Public Schools	3	853	348	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Swan Valley School District	5	1,796	539	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Swartz Creek Community Schools	8	4,156	1,392	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tahquamenon Area Schools	3	924	478	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tawas Area Schools	4	1,425	700	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Taylor Exemplar Academy	1	582	293	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Taylor School District	16	8,874	6,030	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tecumseh Public Schools	7	3,197	679	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tekonsha Community Schools	3	323	205	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Thornapple Kellogg School District	6	2,967	892	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Three Oaks Public School Academy	1	322	322	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Three Rivers Community Schools	7	2,850	1,649	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Threshold Academy	1	183	183	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Timberland Academy	1	458	422	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Timbuktu Academy of Science and Tec	1	322	322	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Traverse Bay Area ISD	4	154	154	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Traverse City Area Public Schools	18	10,014	4,067	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Traverse City College Preparatory Aca	1	90	35	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Trenton Public Schools	5	2,860	560	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tri County Area Schools	5	2,471	1,238	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Triumph Academy	1	598	277	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tuscola ISD	4	149	149	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ubly Community Schools	2	841	423	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Union City Community Schools	3	1,118	574	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Unionville-Sebewaing Area S.D.	3	966	382	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Universal Academy	1	450	424	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Universal Learning Academy	1	407	352	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
University Preparatory Academy	4	1,634	1,259	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
University Preparatory Science and Ma	1	162	87	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Utica Community Schools	42	29,131	5,693	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Van Buren ISD	3	58	58	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Van Buren Public Schools	10	5,835	2,869	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Van Dyke Public Schools	7	3,273	2,899	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Vanderbilt Area Schools	1	208	146	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Vanderbilt Charter Academy	1	456	348	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Vandercook Lake Public Schools	2	1,302	729	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Vanguard Charter Academy	1	723	333	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Vassar Public Schools	5	1,728	1,249	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Verona Township S/D #1F	1	21	7	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Vestaburg Community Schools	3	742	447	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Vicksburg Community Schools	6	2,571	679	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Victory Academy Charter School	1	110	110	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Vista Charter Academy	1	687	610	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Vista Meadows Academy	1	32	32	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Voyageur Academy	2	786	683	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wakefield-Marenisco School District	1	271	161	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Walden Green Montessori	1	206	37	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Waldron Area Schools	3	343	223	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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Walker Charter Academy	1	684	228	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Walkerville Public Schools	2	360	317	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Walton Charter Academy	1	768	576	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Warren Consolidated Schools	25	15,609	6,600	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Warren Woods Public Schools	7	3,438	1,315	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Warrendale Charter Academy	1	702	625	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Washington-Parks Academy			0	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Washtenaw ISD	2	30	30	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Waterford School District	23	11,381	4,470	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Watersmeet Township School District	1	189	127	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Watervliet School District	4	1,278	701	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wavecrest Career Academy	1	164	44	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Waverly Community Schools	7	3,052	1,262	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wayland Union Schools	6	2,980	1,243	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wayne RESA	1	57	57	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wayne-Westland Community School D	26	12,934	7,519	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
WayPoint Academy	1	218	167	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A	Y	Y	Y	Y	Y	Y
Webberville Community Schools	3	670	145	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wells Township School District	1	14	7	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
West Bloomfield School District	11	6,766	1,241	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
West Branch-Rose City Area Schools	6	2,358	1,360	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
West Iron County Public Schools	4	973	553	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
West MI Academy of Environmental Sc	1	443	409	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
West Ottawa Public School District	12	7,586	3,722	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
West Village Academy	1	358	322	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Western School District	6	2,871	1,048	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Weston Preparatory Academy	1	471	324	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Westwood Community Schools	5	1,935	1,749	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Westwood Heights Schools	3	1,135	902	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wexford-Missaukee ISD	1	21	21	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
White Pigeon Community Schools	2	846	581	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
White Pine Academy	1	215	67	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Whiteford Agricultural Schools	3	740	106	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Whitmore Lake Public Schools	4	1,216	480	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Whittemore-Prescott Area Schools	4	1,176	992	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Will Carleton Charter School Academy	1	245	49	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
William C. Abney Academy	1	509	481	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Williamston Community Schools	4	1,900	346	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Willow Run Community Schools	7	1,997	1,714	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Windemere Park Charter Academy	1	703	331	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Windover High School	1	110	88	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wolverine Community Schools	2	340	249	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Woodhaven-Brownstown School Distric	8	5,247	1,833	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Woodland Park Academy	1	398	228	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Woodmont Academy	1	290	181	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Woodward Academy	1	649	613	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wyandotte City School District	8	4,176	2,335	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wyoming Public Schools	12	5,461	3,731	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Yale Public Schools	6	2,243	822	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Zeeland Public Schools	13	5,474	1,356	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
TOTALS	**3,345**	**1,435,258**	**706,054**																				

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Participating LEAs	LEA Demographics			Signatures on MOUs			MOU Terms	Prel. Scope of Work–Participation in each app. Plan Criterion															
	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	Local Teachers Union (if applicable)	Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3) (iii)	(D)(2) (i)	(D)(2) (ii)	(D)(2) (iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2) (iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Academic and Career Education Acad	1	135	112	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Academy for Business and Technology	2	669	634	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Academy of Detroit-West	2	225	225	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Academy of Flint	1	556	546	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Academy of Lathrup Village	1	393	342	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Academy of Oak Park	3	1,247	1,098	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Academy of Southfield	1	373	286	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Academy of Warren	1	849	849	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Academy of Waterford	1	211	191	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Academy of Westland	1	352	329	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
ACE Academy (SDA)	2	164	164	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Achieve Charter Academy			0	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Adams Township School District	2	435	252	Y	Y	N	Y	Y	Y	Y	Y	Y	N	Y	Y	N	Y	Y	N	Y	Y	Y	N
Addison Community Schools	3	999	395	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Adrian City School District	8	3,593	2,154	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Advanced Technology Academy	2	1,084	847	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
AGBU Alex-Marie Manoogian School	1	337	61	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Airport Community School District	6	2,935	1,232	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Aisha Shule/WEB Dubois Prep. Acade	1	219	219	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Akron-Fairgrove Schools	2	317	217	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Alanson Public Schools	1	320	203	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Alba Public Schools	1	220	177	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Albion Public Schools	4	1,175	972	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Alcona Community Schools	3	986	516	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Algonac Community School District	6	2,084	861	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Allegan Area Educational Service Age	5	121	110	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Allegan Public Schools	7	2,813	2,807	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Allen Academy	1	1,035	973	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Allen Park Public Schools	6	3,720	1,059	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Allendale Public School District	5	2,205	659	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Alma Public Schools	6	2,297	1,260	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Almont Community Schools	4	1,810	446	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Alpena Public Schools	11	4,482	2,115	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Alpena-Montmorency-Alcona ESD	0	0	0	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
American Montessori Academy	1	293	87	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Anchor Bay School District	12	6,530	1,320	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ann Arbor Learning Community	1	278	16	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ann Arbor Public Schools	32	16,403	3,240	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Arbor Academy	1	184	118	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Armada Area Schools	5	2,010	2,045	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Arts Academy in the Woods	1	306	56	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Arts and Technology Academy of Pont	1	401	357	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Arvon Township School District	1	7	3	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ashley Community Schools	2	381	160	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Athens Area Schools	3	711	337	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Atherton Community Schools	3	986	677	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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Atlanta Community Schools	1	353	271	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Au Gres-Sims School District	2	400	237	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
AuTrain-Onota Public Schools	1	30	17	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Avondale School District	8	3,804	904	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bad Axe Public Schools	4	1,278	543	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Baldwin Community Schools	3	566	545	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bangor Township Schools	5	2,533	1,276	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bangor Township Schools	4	1,315	891	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Baraga Area Schools	3	541	266	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bark River-Harris School District	2	666	292	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Barry ISD	1	29	29	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bath Community Schools	3	956	278	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Battle Creek Area Learning Center	1	149	120	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Battle Creek Public Schools	17	6,439	5,082	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bay City School District	15	8,951	4,500	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bay County PSA	1	178	149	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bay-Arenac Community High School	1	145	103	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bay-Arenac ISD	0	0	0	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Beal City Public Schools	3	642	242	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bear Lake School District	2	354	217	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Beaver Island Community School	1	70	30	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Beaverton Rural Schools	3	1,385	835	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bedford Public Schools	7	5,161	1,115	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Beecher Community School District	5	1,796	1,701	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Belding Area School District	5	2,228	1,341	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bellaire Public Schools	2	528	191	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bellevue Community Schools	2	668	362	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ben Ross Public School Academy	1	690	665	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bendle Public Schools	5	1,668	1,294	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bentley Community Schools	3	931	471	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Benton Harbor Area Schools	13	3,525	3,525	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Benton Harbor Charter School	1	483	483	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Benzie County Central Schools	6	1,840	1,145	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Berlin Township S/D #3	1	33	17	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Berrien RESA	2	130	130	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bessemer Area School District	2	458	256	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Big Bay De Noc School District	1	266	137	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Big Jackson School District	1	37	32	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Big Rapids Public Schools	7	2,027	1,123	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bingham Academy	1	103	78	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Birch Run Area School District	4	1,844	760	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Blanche Kelso Bruce Academy	6	378	378	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Blissfield Community Schools	3	1,267	435	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bloomingdale Public School District	4	1,400	1,113	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bois Blanc Pines School District	1	2	0	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Boyne City Public Schools	5	1,277	561	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Branch ISD	2	479	427	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Brandon School District	7	3,421	1,027	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Brandywine Community Schools	5	1,425	786	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Breckenridge Community Schools	4	880	417	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Breitung Township Schools	3	1,808	676	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bridge Academy	1	565	565	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bridgeport-Spaulding Community Schc	5	1,708	1,236	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Brimley Area Schools	2	498	248	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Britton-Macon Area School District	1	531	148	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Bronson Community School District	4	1,298	830	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Buckley Community School District	1	382	215	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Buena Vista School District	5	983	762	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bullock Creek School District	5	2,025	804	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Burt Township School District	1	63	54	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Burton Glen Charter Academy	1	725	581	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Business Entrepreneurship, Science, T	1	501	485	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Byron Area Schools	3	1,283	437	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Byron Center Charter School	1	202	54	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Byron Center Public Schools	6	3,242	766	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
C.O.O.R. ISD	0	0	0	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cadillac Area Public Schools	9	3,189	1,762	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Caledonia Community Schools	9	3,960	599	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Calhoun ISD	3	189	189	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Camden-Frontier Schools	3	550	242	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Canton Charter Academy	1	695	66	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Capac Community School District	4	1,638	610	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Capital Area Academy	1	189	164	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Carman-Ainsworth Community School	7	4,869	3,004	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Carney-Nadeau Public Schools	1	262	44	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Caro Community Schools	5	2,028	1,090	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Carrollton School District	5	1,768	1,285	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Carson City-Crystal Area Schools	4	1,120	571	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Carsonville-Port Sanilac School Distric	3	630	395	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Caseville Public Schools	3	269	164	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Casman Alternative Academy	1	84	84	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cass City Public Schools	3	1,287	725	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cassopolis Public Schools	4	1,258	688	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cedar Springs Public Schools	7	3,389	1,430	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Center Academy	1	388	370	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Center Line Public Schools	6	2,807	2,919	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Central Academy	1	483	438	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Central Lake Public Schools	1	409	208	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Central Montcalm Public Schools	6	1,896	1,138	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Centreville Public Schools	4	988	445	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cesar Chavez Academy	3	1,537	1,531	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Chandler Park Academy	3	1,605	1,458	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Chandler Woods Charter Academy	1	695	204	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Charlevoix Public Schools	4	1,201	404	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Charlevoix-Emmet ISD	1	90	60	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Charlotte Public Schools	7	3,147	1,310	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Chassell Township School District	1	283	159	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Chatfield School	1	447	61	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cheb-Otsego-Presque Isle ESD	1	14	14	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Chelsea School District	6	2,649	325	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cherry Hill School of Performing Arts	1	920	898	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Chippewa Hills School District	7	2,241	1,393	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Chippewa Valley Schools	19	15,602	3,061	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
City of Harper Woods Schools	4	1,243	811	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Clara B. Ford Academy (SDA)	1	177	177	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Clare-Gladwin Regional Education Ser	0	0	0	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Clarenceville School District	4	1,843	915	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Clarkston Community School District	12	8,060	999	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Climax-Scotts Community Schools	3	647	187	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Clinton Community Schools	3	1,154	307	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Clinton County RESA	2	126	69	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Clintondale Community Schools	6	3,908	2,530	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Clio Area School District	6	3,440	1,305	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Coldwater Community Schools	7	3,253	1,765	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cole Academy	1	132	94	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Coleman Community School District	2	889	503	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Colin Powell Academy	1	660	584	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Coloma Community Schools	5	1,854	973	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Colon Community School District	3	704	407	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Columbia School District	5	1,690	616	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Commonwealth Community Devel. Aca	1	260	260	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
Comstock Park Public Schools	6	2,544	1,260	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Comstock Public Schools	6	2,322	1,524	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Concord Academy - Petoskey	1	331	94	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Concord Community Schools	4	922	426	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Concord Montessori and Community School				Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Conner Creek Academy	2	518	514	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Conner Creek Academy East	3	843	550	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Constantine Public School District	5	1,511	849	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Coopersville Area Public School Distric	6	2,533	881	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Copper Country ISD	1	56	56	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Corunna Public School District	5	2,433	999	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Countryside Academy	2	476	380	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Covenant House Life Skills Center Cer	1	331	331	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Covenant House Life Skills Center Eas	1	344	344	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Covenant House Life Skills Center We	1	289	289	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Covert Public Schools	3	670	629	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Crawford AuSable Schools	5	1,784	1,090	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Creative Learning Academy of Science	1	56	42	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Creative Montessori Academy	1	648	281	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Creative Technologies Academy	1	289	58	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A	Y	Y	Y	Y	Y	Y
Crescent Academy	1	343	255	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Crestwood School District	5	3,410	1,875	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cross Creek Charter Academy	1	717	179	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Crossroads Charter Academy	2	565	312	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Croswell-Lexington Community School	6	2,300	1,196	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Da Vinci Institute	2	262	190	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dansville Schools	3	907	226	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
David Ellis Academy	1	326	227	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
David Ellis Academy West	1	738	509	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Davison Community Schools	9	5,456	1,753	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dearborn Academy	1	471	471	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dearborn City School District	33	17,941	11,939	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dearborn Heights School District #7	6	2,816	1,688	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Decatur Public Schools	3	1,040	666	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Deckerville Community School District	2	647	371	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Deerfield Public Schools	1	315	102	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Delta-Schoolcraft ISD	0	0	0	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Detour Area Schools	3	204	114	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Detroit Academy of Arts and Sciences	3	2,110	1,814	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Detroit City School District	189	91,827	80,848	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Detroit Community Schools	2	992	838	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Detroit Enterprise Academy	1	668	607	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Detroit Merit Charter Academy	1	706	611	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Detroit Midtown Academy	1	302	302	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Attachment A 1.2

Detroit Premier Academy	1	727	634	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
DeWitt Public Schools	6	2,968	310	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dickinson-Iron ISD	1	48	8	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Discovery Arts and Technology PSA	1	176	176	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dollar Bay-Tamarack City Area School	2	302	171	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dove Academy of Detroit	1	404	326	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dr. Charles Drew Academy	1	396	396	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dream Academy	1	144	125	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dryden Community Schools	2	712	164	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dundee Community Schools	4	1,687	425	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Durand Area Schools	6	1,802	838	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Eagle Crest Charter Academy	1	704	260	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
East China School District	11	5,097	1,478	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
East Jackson Community Schools	4	1,335	784	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
East Jordan Public Schools	3	1,124	580	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
East Lansing School District	8	3,391	972	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Eastern Upper Peninsula ISD	0	0	0	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Eastern Washtenaw Multicultural Acad	1	202	166	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Easton Township S/D #6	1	33	2	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Eaton Academy	1	454	344	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Eaton ISD	1	2	2	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Eaton Rapids Public Schools	6	2,928	1,126	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Eau Claire Public Schools	2	738	549	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ecorse Public School District	3	1,009	873	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Edison Public School Academy	1	1,072	587	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Edison-Oakland Public School Acaden	1	930	772	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Edwardsburg Public Schools	5	2,658	890	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
El-Hajj Malik El-Shabazz Academy	1	306	306	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Elk Rapids Schools	4	1,554	501	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ellsworth Community School	1	218	103	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Elm River Township School District	1	14	6	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Endeavor Charter Academy	1	636	350	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Engadine Consolidated Schools	2	292	153	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Essexville-Hampton Public Schools	5	1,915	611	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Evart Public Schools	4	1,102	756	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ewen-Trout Creek Consolidated Schoo	1	283	170	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Excel Charter Academy	2	805	364	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Excelsior Township S/D #1	1	47	34	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Farmington Public School District	26	11,971	2,097	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Farwell Area Schools	4	1,541	1,079	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fennville Public Schools	4	1,472	1,056	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ferndale Public Schools	7	4,025	2,354	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fitzgerald Public Schools	6	3,015	2,246	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Flagship Charter Academy	1	488	480	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Flat Rock Community Schools	4	1,893	842	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Flint City School District	36	13,798	10,947	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Flushing Community Schools	7	4,309	1,182	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Forest Area Community Schools	4	770	530	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Forest Park School District	1	538	235	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fortis Academy	1	724	285	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Four Corners Montessori Academy			0	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fowler Public Schools	2	529	85	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fowlerville Community Schools	5	3,107	1,015	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Francis Reh PSA	1	250	248	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Frankenmuth School District	3	1,266	172	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Frankfort-Elberta Area Schools	2	539	287	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fraser Public Schools	8	4,811	1,588	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Free Soil Community Schools	1	48	35	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Freeland Community School District	3	1,812	297	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fremont Public School District	6	2,378	1,051	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Frontier International Academy	1	282	282	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fruitport Community Schools	7	3,194	1,445	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fulton Schools	4	980	420	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Galesburg-Augusta Community Schoo	4	1,219	597	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Garden City School District	9	5,122	2,149	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gaudior Academy	1	210	119	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gaylord Community Schools	6	3,228	1,510	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Genesee ISD	1	64	64	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Genesee School District	2	812	489	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
George Crockett Academy	2	438	397	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
George Washington Carver Academy	1	542	542	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gerrish-Higgins SD (Roscommon)	4	1,595	982	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gibraltar School District	8	3,669	1,096	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gladstone Area Schools	4	1,612	633	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gladwin Community Schools	5	1,980	1,102	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Glen Lake Community Schools	2	806	218	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Glenn Public School District	1	48	15	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Gobles Public School District	2	990	431	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Godwin Heights Public Schools	6	2,353	1,799	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gogebic-Ontonagon ISD	1	7	7	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Goodrich Area Schools	4	2,210	301	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Grand Blanc Academy	1	456	310	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Grand Blanc Community Schools	13	8,461	2,005	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Grand Haven Area Public Schools	11	5,868	1,858	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Grand Ledge Public Schools	10	5,316	1,310	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Grand Rapids Child Discovery Center	1	197	140	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Grand Rapids Public Schools	71	18,204	16,534	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Grand Traverse Academy	1	1,063	155	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Grandville Public Schools	11	5,877	1,410	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Grant Public School District	5	2,342	1,093	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Grant Township S/D #2	1	5	0	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Grass Lake Community Schools	3	1,277	310	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gratiot-Isabella RESD	2	64	64	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Grattan Academy	2	191	65	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Great Lakes Academy	1	209	209	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Great Oaks Academy	1	672	452	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Grosse Ile Township Schools	4	1,875	125	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Grosse Pointe Public Schools	16	8,513	875	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gull Lake Community Schools	5	2,818	535	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gwinn Area Community Schools	4	1,309	807	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hale Area Schools	3	634	474	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hamilton Community Schools	6	2,595	570	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hamtramck Academy	1	472	472	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hamtramck Public Schools	6	2,871	2,742	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hancock Public Schools	3	838	419	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hanley International Academy	1	545	434	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hanover-Horton Schools	3	1,352	350	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Harbor Beach Community Schools	3	592	301	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Harbor Springs School District	4	1,050	263	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Harper Creek Community Schools	5	2,558	850	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Harrison Community Schools	6	1,638	1,197	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hart Public School District	4	1,287	880	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hartford Public School District	4	1,469	1,041	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Haslett Public Schools	6	2,784	494	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hastings Area School District	6	3,028	1,286	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hazel Park City School District	11	4,998	3,477	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
HEART Academy	1	218	162	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hemlock Public School District	5	1,362	283	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Henry Ford Academy	1	485	80	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Henry Ford Academy: School for Creative Studies (PSAD)			0	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hesperia Community Schools	4	1,121	756	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Highland Park City Schools	5	2,856	2,437	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hillsdale Community Schools	6	1,812	1,177	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hillsdale ISD	2	138	138	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hillsdale Preparatory School	1	73	23	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Holland City School District	9	4,115	2,743	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Holly Academy	1	708	115	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Holly Area School District	8	3,876	1,368	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Holt Public Schools	12	5,973	2,004	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Holton Public Schools	3	1,042	758	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Homer Community Schools	4	1,066	528	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Honey Creek Community School	1	189	33	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hope Academy	1	484	479	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hopkins Public Schools	4	1,672	494	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Houghton Lake Community Schools	5	1,672	1,159	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Houghton-Portage Township Schools	3	1,253	311	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Howell Public Schools	10	8,422	2,114	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hudson Area Schools	3	991	498	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hudsonville Public School District	11	5,556	1,216	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Huron Academy	1	431	184	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Huron ISD	1	62	38	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Huron School District	5	2,487	724	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Huron Valley Schools	18	10,325	2,518	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ida Public School District	3	1,674	301	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Imlay City Community Schools	5	2,302	1,175	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ingham ISD	4	103	56	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Inland Lakes Schools	4	976	522	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
International Academy of Flint	1	1,074	932	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
International Academy of Saginaw	1	163	131	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ionia ISD	1	13	13	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ionia Public Schools	8	3,105	1,721	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ionia Township S/D #2	1	9	8	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Iosco RESA	1	38	36	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Iron Mountain Public Schools	6	1,265	456	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ironwood Area Schools	4	1,002	595	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ishpeming Public School District	3	869	428	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Island City Academy	1	196	62	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ithaca Public Schools	3	1,375	560	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Jackson Arts and Technology PSA	1	108	108	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Jackson ISD	3	61	61	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Jackson Public Schools	13	6,351	4,642	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Jefferson Schools (Monroe)	6	2,153	710	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Jenison Public Schools	8	4,567	1,086	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Johannesburg-Lewiston Area Schools	3	827	447	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Jonesville Community Schools	4	1,410	721	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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Joseph K. Lumsden Bahweting Anishn	1	444	258	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Joy Preparatory Academy	2	424	366	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kalamazoo Public School District	26	11,696	8,326	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kalamazoo RESA	6	380	380	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kaleva Norman Dickson School Distric	4	743	564	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kalkaska Public Schools	6	1,539	988	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kearsley Community Schools	7	3,604	1,667	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kelloggsville Public Schools	6	2,271	1,731	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kenowa Hills Public Schools	8	3,523	1,450	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kent City Community Schools	3	1,374	238	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kent ISD	0	0	0	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kentwood Public Schools	18	8,653	3,803	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Keystone Academy	1	729	157	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kingsley Area Schools	3	1,519	820	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kingston Community School District	2	646	375	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Knapp Charter Academy	1	715	347	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Laingsburg Community School District	3	1,272	233	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lake City Area School District	4	1,161	782	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lake Fenton Community Schools	4	1,777	420	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lake Linden-Hubbell School District	2	522	240	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lake Shore Public Schools (Macomb)	6	3,339	1,143	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lakeshore School District (Berrien)	5	2,927	735	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lakeview Community Schools (Montca	4	1,553	854	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lakeview Public Schools (Macomb)	6	3,101	922	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lakeview Sch. District (Calhoun)	6	3,819	1,425	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
LakeVille Community Schools	6	1,746	822	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lakewood Public Schools	7	2,166	893	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y
Lamphere Public Schools	6	2,546	1,150	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
L'Anse Area Schools	3	744	328	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
L'Anse Creuse Public Schools	19	12,096	4,021	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lansing Charter Academy				Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lansing Public School District	34	14,160	11,532	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lapeer Community Schools	13	6,516	2,702	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lapeer ISD	1	7	7	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Laurus Academy	1	677	405	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lawrence Public School District	2	749	388	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lawton Community School District	4	1,093	612	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lenawee ISD	2	228	228	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Les Cheneaux Community Schools	3	311	131	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Leslie Public Schools	3	1,365	535	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lewis Cass ISD	1	50	50	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Life Skills Center of Metropolitan Detro	1	435	435	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Life Skills Center of Pontiac	1	174	125	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lighthouse Academy	1	86	86	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lincoln Consolidated School District	7	4,766	1,792	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lincoln Park Public Schools	11	4,567	3,220	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lincoln-King Academy			0	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Linden Charter Academy	1	738	662	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Linden Community Schools	6	3,047	812	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Litchfield Community Schools	2	353	229	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Livingston ESA	0	0	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Livonia Public Schools	25	16,353	3,384	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lowell Area Schools	7	3,872	970	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ludington Area School District	6	2,238	994	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mackinac Island Public Schools	1	78	20	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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Mackinaw City Public Schools	1	199	51	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Macomb Academy				Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Macomb ISD	6	889	441	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Madison Academy	1	400	251	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Madison Public Schools (Oakland)	5	1,495	1,167	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Madison School District (Lenawee)	3	1,416	824	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mancelona Public Schools	3	1,065	805	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Manchester Community Schools	3	1,267	261	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Manistee Area Schools	5	1,693	798	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Manistee ISD	1	1	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Manistique Area Schools	3	1,022	548	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Manton Consolidated Schools	3	1,004	691	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Maple Valley Schools	4	1,463	800	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mar Lee School District	1	311	159	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Marcellus Community Schools	4	929	534	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Marion Public Schools	2	562	371	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Marlette Community Schools	3	1,140	590	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Marquette Area Public Schools	8	3,170	957	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Marquette-Alger RESA	1	23	17	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Marshall Academy	1	226	35	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Marshall Public Schools	6	2,435	517	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Marvin L. Winans Academy of Perform	3	1,164	975	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Marysville Public Schools	5	2,646	596	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mason Consolidated Schools (Monroe)	3	1,347	552	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mason County Central Schools	4	1,540	879	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mason County Eastern Schools	2	513	345	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mason Public Schools (Ingham)	6	3,057	841	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mason-Lake ISD	0	0	0	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mattawan Consolidated School	4	3,753	624	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mayville Community School District	3	894	545	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
McBain Rural Agricultural Schools	3	1,069	538	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mecosta-Osceola ISD	4	183	183	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Melvindale-North Allen Park Schools	4	2,801	2,010	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Memphis Community Schools	3	1,056	358	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mendon Community School District	2	728	324	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Menominee Area Public Schools	5	1,753	698	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Menominee ISD	1	6	4	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Meridian Public Schools	3	1,379	552	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Merrill Community Schools	3	795	308	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Merritt Academy	1	396	157	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A	Y	Y	Y	Y	Y	Y
Mesick Consolidated Schools	3	787	524	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Metro Charter Academy	1	697	353	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Michigan Center School District	3	1,407	757	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Michigan Health Academy	1	193	138	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Michigan Mathematics and Science Academy			0	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mid Peninsula School District	1	237	118	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Midland County Educational Service A	1	84	23	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mid-Michigan Leadership Academy	1	176	173	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Milan Area Schools	5	2,599	665	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mildred C. Wells Preparatory Academy	1	186	186	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Millington Community Schools	4	1,508	729	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mio-AuSable Schools	2	675	411	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mona Shores Public School District	6	3,889	1,426	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Monroe ISD	3	594	313	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Monroe Public Schools	12	6,594	3,192	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Montabella Community Schools	2	898	610	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Montague Area Public Schools	3	1,448	765	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Montcalm Area ISD	0	0	0	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Montrose Community Schools	4	1,602	933	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Morenci Area Schools	4	845	456	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Morey Charter School	1	230	136	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Morley Stanwood Community Schools	5	1,509	931	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Morrice Area Schools	2	561	216	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mt. Clemens Community School Distric	6	2,046	1,742	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mt. Clemens Montessori Academy	1	312	25	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mt. Morris Consolidated Schools	7	3,109	2,426	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Munising Public Schools	2	688	283	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Muskegon Area ISD	0	0	0	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Muskegon City School District	12	5,187	5,187	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Muskegon Heights School District	7	1,796	1,742	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
N.I.C.E. Community Schools	4	1,206	443	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Nah Tah Wahsh Public School Acaden	1	160	143	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Napoleon Community Schools	4	1,592	539	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Nataki Talibah Schoolhouse of Detroit	1	413	196	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Negaunee Public Schools	3	1,425	375	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
New Bedford Academy	1	141	53	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
New Beginnings Academy	1	192	151	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
New Branches School	1	206	142	y	y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
New Buffalo Area Schools	3	661	261	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
New City Academy	1	99	99	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
New Haven Community Schools	4	1,334	689	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Newaygo County RESA	1	1	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Newaygo Public School District	5	1,892	1,109	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Niles Community School District	11	3,895	2,182	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
North Branch Area Schools	5	2,573	1,099	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
North Central Area Schools	3	492	290	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
North Dickinson County Schools	1	336	163	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
North Huron School District	2	453	260	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
North Saginaw Charter Academy	1	503	368	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
North Star Academy	1	97	88	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Northpointe Academy	1	301	289	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Northridge Academy	1	190	190	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Northview Public School District	7	3,376	1,207	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Northwest Academy	1	94	53	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Northwest Community Schools	6	3,047	1,404	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Norway-Vulcan Area Schools	3	822	264	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Nottawa Community School	1	151	84	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Nsoroma Institute	1	194	158	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Oak Park City School District	7	3,780	2,899	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Oakland Academy	1	227	65	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Oakland International Academy	3	539	539	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Oakland ISD	0	21	14	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Oakridge Public Schools	5	1,878	1,182	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Oceana Intermediate School District	0	0	0	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ojibwe Charter School	1	94	82	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Okemos Public Schools	9	4,102	623	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Old Redford Academy	3	1,587	1,319	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Olivet Community Schools	3	1,466	538	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Onaway Area Community School Distr	4	742	452	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Onekama Consolidated Schools	2	411	146	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Onsted Community Schools	4	1,715	523	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Orchard View Schools	6	2,962	1,898	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Oscoda Area Schools	5	1,394	981	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Otsego Public Schools	6	2,243	763	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ottawa Area ISD	2	49	49	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Outlook Academy	1	10	10	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ovid-Elsie Area Schools	5	1,825	675	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Owendale-Gagetown Area Schools	2	217	140	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Owosso Public Schools	8	3,573	1,958	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Oxford Community Schools	8	4,366	1,024	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Palo Community School District	1	79	47	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pansophia Academy	1	188	161	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Paragon Charter Academy	1	673	330	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Paramount Charter Academy	1	903	322	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Parchment School District	6	1,782	951	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Paw Paw Public School District	6	2,343	1,056	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Peck Community School District	2	551	262	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pellston Public Schools	2	712	459	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pennfield School District	5	2,043	858	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pentwater Public School District	1	281	164	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Perry Public School District	5	1,751	669	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pewamo-Westphalia Community Scho	3	651	90	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pierre Toussaint Academy	1	403	403	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pinckney Community Schools	7	4,592	775	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pinconning Area Schools	6	1,615	855	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pine River Area Schools	5	1,234	713	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pittsford Area Schools	2	733	307	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Plainwell Community Schools	6	2,856	917	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Plymouth Educational Center	1	962	808	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Plymouth-Canton Community Schools	25	19,014	2,744	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pontiac Academy for Excellence	1	1,141	1,120	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pontiac City School District	17	7,046	6,927	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Port Hope Community Schools	1	86	47	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Port Huron Area School District	20	10,531	5,681	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Portage Public Schools	14	8,697	2,178	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Portland Public School District	4	2,116	582	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Posen Consolidated School District	2	250	131	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Potterville Public Schools	4	936	240	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Presque Isle Academy II	1	61	52	Y	N	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Prevail Academy	1	657	320	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Public Schools of Calumet	4	1,524	921	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Public Schools of Petoskey	7	2,979	1,087	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Quest Charter Academy			0	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Quincy Community School District	3	1,418	617	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Reach Charter Academy	1	309	194	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Reading Community Schools	2	901	499	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Redford Union School District	8	3,512	2,061	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Reed City Area Public Schools	4	1,700	947	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Reese Public Schools	3	964	381	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Reeths-Puffer Schools	7	3,990	1,711	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Renaissance Public School Academy	1	302	172	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Republic-Michigamme Schools	1	135	72	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Richfield Public School Academy	1	571	534	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ridge Park Charter Academy	1	588	433	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
River Rouge School District	3	1,171	1,150	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

River Valley School District	4	763	378	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Riverside Academy	2	1,004	1,004	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Riverview Community School District	5	2,631	796	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Rochester Community School District	22	14,864	1,689	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Rockford Public Schools	16	7,994	1,130	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Rogers City Area Schools	2	596	250	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Romeo Community Schools	9	5,578	1,241	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Romulus Community Schools	10	4,044	2,916	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Roseville Community Schools	13	6,042	3,827	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ross Hill Academy	2	185	172	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Rudyard Area Schools	3	936	569	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Saginaw City School District	25	9,484	7,922	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Saginaw County Transition Academy	1	126	126	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Saginaw ISD	2	83	83	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Saginaw Learn to Earn Academy	1	118	118	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Saginaw Preparatory Academy	1	247	244	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Saginaw Township Community School	9	5,364	1,904	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Saline Area Schools	8	5,460	354	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sand Creek Community Schools	2	913	307	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sandusky Community School District	4	1,209	647	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sanilac ISD	1	8	8	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Saranac Community Schools	4	1,143	459	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Saugatuck Public Schools	3	851	282	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sault Ste. Marie Area Schools	6	2,409	1,194	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
School District of the City of Inkster	4	3,153	2,714	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
School District of the City of Royal Oak	9	5,333	1,326	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
School District of Ypsilanti	11	3,851	2,623	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Schoolcraft Community Schools	4	1,181	196	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Shelby Public Schools	9	1,634	1,028	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Shepherd Public School District	5	1,643	565	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Shiawassee Regional ESD	0	0	0	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sigel Township S/D #3F	1	15	3	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sigel Township S/D #4F	1	18	13	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sigel Township S/D #6	1	9	5	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sodus Township S/D #5	1	71	35	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
South Arbor Charter Academy	1	737	125	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
South Haven Public Schools	5	2,259	1,286	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
South Lake Schools	6	2,303	907	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
South Redford School District	6	3,373	1,652	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Southfield Public School District	17	8,787	4,623	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Southgate Community School District	12	5,661	2,253	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sparta Area Schools	6	2,863	1,112	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Spring Lake Public Schools	6	2,373	406	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Springport Public Schools	3	1,034	629	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
St. Charles Community Schools	4	1,131	460	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
St. Clair County Learning Academy	1	36	36	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
St. Clair County RESA	0	0	0	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
St. Ignace Area Schools	4	695	385	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
St. Joseph County ISD	0	0	0	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
St. Joseph Public Schools	5	2,846	481	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
St. Louis Public Schools	5	1,229	446	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Standish-Sterling Community Schools	4	1,800	970	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Stanton Township Public Schools	1	150	94	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Star International Academy	1	1,163	1,027	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Stephenson Area Public Schools	5	742	377	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Stockbridge Community Schools	5	1,692	709	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sturgis Public Schools	7	3,328	2,007	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Summerfield School District	3	790	156	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Summit Academy	1	403	191	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Summit Academy North	3	1,404	584	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sunrise Education Center	1	58	39	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Superior Central Schools	1	404	180	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Suttons Bay Public Schools	3	853	348	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Swan Valley School District	5	1,796	539	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Swartz Creek Community Schools	8	4,156	1,392	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tahquamenon Area Schools	3	924	478	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tawas Area Schools	4	1,425	700	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Taylor Exemplar Academy	1	582	293	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Taylor School District	16	8,874	6,030	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tecumseh Public Schools	7	3,197	679	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tekonsha Community Schools	3	323	205	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Thornapple Kellogg School District	6	2,967	892	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Three Oaks Public School Academy	1	322	322	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Three Rivers Community Schools	7	2,850	1,649	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Threshold Academy	1	183	183	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Timberland Academy	1	458	422	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Timbuktu Academy of Science and Tec	1	322	322	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Traverse Bay Area ISD	4	154	154	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Traverse City Area Public Schools	18	10,014	4,067	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Traverse City College Preparatory Aca	1	90	35	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Trenton Public Schools	5	2,860	560	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tri County Area Schools	5	2,471	1,238	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Triumph Academy	1	598	277	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tuscola ISD	4	149	149	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ubly Community Schools	2	841	423	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Union City Community Schools	3	1,118	574	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Unionville-Sebewaing Area S.D.	3	966	382	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Universal Academy	1	450	424	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Universal Learning Academy	1	407	352	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
University Preparatory Academy	4	1,634	1,259	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
University Preparatory Science and Ma	1	162	87	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Utica Community Schools	42	29,131	5,693	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Van Buren ISD	3	58	58	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Van Buren Public Schools	10	5,835	2,869	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Van Dyke Public Schools	7	3,273	2,899	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Vanderbilt Area Schools	1	208	146	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Vanderbilt Charter Academy	1	456	348	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Vandercook Lake Public Schools	2	1,302	729	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Vanguard Charter Academy	1	723	333	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Vassar Public Schools	5	1,728	1,249	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Verona Township S/D #1F	1	21	7	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Vestaburg Community Schools	3	742	447	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Vicksburg Community Schools	6	2,571	679	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Victory Academy Charter School	1	110	110	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Vista Charter Academy	1	687	610	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Vista Meadows Academy	1	32	32	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Voyageur Academy	2	786	683	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wakefield-Marenisco School District	1	271	161	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Walden Green Montessori	1	206	37	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Waldron Area Schools	3	343	223	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Attachment A 1.2

Walker Charter Academy	1	684	228	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Walkerville Public Schools	2	360	317	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Walton Charter Academy	1	768	576	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Warren Consolidated Schools	25	15,609	6,600	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Warren Woods Public Schools	7	3,438	1,315	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Warrendale Charter Academy	1	702	625	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Washington-Parks Academy			0	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Washtenaw ISD	2	30	30	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Waterford School District	23	11,381	4,470	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Watersmeet Township School District	1	189	127	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Watervliet School District	4	1,278	701	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wavecrest Career Academy	1	164	44	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Waverly Community Schools	7	3,052	1,262	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wayland Union Schools	6	2,980	1,243	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wayne RESA	1	57	57	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wayne-Westland Community School D	26	12,934	7,519	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
WayPoint Academy	1	218	167	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A	Y	Y	Y	Y	Y	Y
Webberville Community Schools	3	670	145	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wells Township School District	1	14	7	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
West Bloomfield School District	11	6,766	1,241	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
West Branch-Rose City Area Schools	6	2,358	1,360	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
West Iron County Public Schools	4	973	553	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
West MI Academy of Environmental Sc	1	443	409	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
West Ottawa Public School District	12	7,586	3,722	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
West Village Academy	1	358	322	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Western School District	6	2,871	1,048	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Weston Preparatory Academy	1	471	324	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Westwood Community Schools	5	1,935	1,749	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Westwood Heights Schools	3	1,135	902	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wexford-Missaukee ISD	1	21	21	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
White Pigeon Community Schools	2	846	581	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
White Pine Academy	1	215	67	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Whiteford Agricultural Schools	3	740	106	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Whitmore Lake Public Schools	4	1,216	480	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Whittemore-Prescott Area Schools	4	1,176	992	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Will Carleton Charter School Academy	1	245	49	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
William C. Abney Academy	1	509	481	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Williamston Community Schools	4	1,900	346	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Willow Run Community Schools	7	1,997	1,714	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Windemere Park Charter Academy	1	703	331	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Windover High School	1	110	88	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wolverine Community Schools	2	340	249	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Woodhaven-Brownstown School Distri	8	5,247	1,833	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Woodland Park Academy	1	398	228	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Woodmont Academy	1	290	181	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Woodward Academy	1	649	613	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wyandotte City School District	8	4,176	2,335	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wyoming Public Schools	12	5,461	3,731	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Yale Public Schools	6	2,243	822	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Zeeland Public Schools	13	5,474	1,356	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
TOTALS	**3,345**	**1,435,258**	**706,054**																				

Race to the Top – Letters of Support

1. Michigan Association of School Boards	Kathleen S. Hayes
2. Michigan Association of Secondary School Principals	Jim Ballard
3. Michigan Association for Community & Adult Education	Katie Wolfe
4. Bay Mills Community College	Michael C. Parish
5. Saginaw Valley State University	Joseph G. Rousseau
6. Ford Motor Company	Mike Schmidt
7. Michigan Association of School Administrators	William H. Mayes
8. Michigan Council of Charter School Authorizers	Billie Kops Wimmer
9. Lake Superior State University	Anthony P. Blose
10. Central Michigan University	Kathleen M. Wilbur
11. Eastern Michigan University	Susan W. Martin
12. Michigan Association of Public School Academies	Dan Quisenberry
13. Oakland University	Mildred Taylor
14. United Way for Southeastern Michigan	Michael J. Brennan
15. Michigan Staff Development Council	Amy B. Colton
16. Michigan Mathematics and Science Center Network	Connie Duncan
17. Michigan After-School Partnership	Mary B. Sutton
18. The Network of Michigan Educators	Dave Borth
19. University of Michigan	Deborah Loewenberg Ball
20. Ferris State University	David L. Eisler
21. Middle Cities Education Association	Ray Telman
22. Michigan Elementary & Middle School Principals Association	Robert E. Howe, Jr.
23. Detroit Regional Chamber	Richard E. Blouse, Jr.
24. Mich Assoc of Collegiate Registrars & Admissions Officers	Debbie Harju
25. Midland Educational Service Agency	Clark Volz
26. Michigan House of Representatives	Andy Dillon & Tim Melton
27. AFT Michigan	David Hecker
28. Michigan Senate	Mike Bishop & Wayne Kuipers

MASB LeadStrong
Michigan Association of School Boards

Dec. 30. 2009

Mike Flanagan, State Superintendent of Public Instruction
Michigan Department of Education
Attention: Race to the Top
Post Office Box 30008
Lansing, Michigan 48909

Dear Superintendent Flanagan:

I would like to express the Michigan Association of School Boards support of Michigan's application for the federal Race to the Top funds. We understand that the state seeks a grant from the U.S. Department of Education to challenge and dramatically improve K-12 education by:

1) Adopting internationally-benchmarked standards and assessments that prepare students for success in college and the workplace;

2) Turning around our lowest-performing schools;

3) Recruiting, developing, retaining and rewarding effective teachers and principals; and,

4) Building data systems that measure student success and inform teachers and principals how they can improve their practices.

We agree that Race to the Top represents a critical opportunity for Michigan to engage in the fundamental reforms that are needed to develop the state's workforce and fuel education innovation that will accelerate and drive growth in student achievement.

As an association with a vested interest in improving the education of Michigan children, we recognize the importance of our state receiving this grant and are committed to being part of a stakeholder group that will support the implementation of proposals outlined in our state application.

Sincerely,

(b)(6)

Kathy Hayes
Executive Director

1001 Centennial Way, Suite 400
Lansing, MI 48917-8249
P: 517.327.5900
F: 517.327.0775
www.masb.org

Attachment A2.1

Mark Palmer
St. Johns High School
President

Jim Ballard
MASSP
Executive Director

MICHIGAN Association of Secondary School PRINCIPALS

ADVOCACY

EDUCATION

GUIDANCE

LEADERSHIP

December 30, 2009

Mike Flanagan, State Superintendent of Public Instruction
Michigan Department of Education
Attention: Race to the Top
Post Office Box 30008
Lansing, Michigan 48909

Dear Superintendent Flanagan:

I would like to express The Michigan Association of Secondary School Principals' support of Michigan's application for the federal Race to the Top funds. We understand that the state seeks a grant from the U.S. Department of Education to challenge and dramatically improve K-12 education by:

1) Adopting internationally-benchmarked standards and assessments that prepare students for success in college and the workplace;

2) Turning around our lowest-performing schools;

3) Recruiting, developing, retaining, and rewarding effective teachers and principals; and,

4) Building data systems that measure student success and inform teachers and principals how they can improve their practices.

We agree that Race to the Top represents a critical opportunity for Michigan to engage in the fundamental reforms that are needed to develop the state's workforce and fuel education innovation that will accelerate and drive growth in student achievement.

As an association with a vested interest in improving the education of Michigan children, we recognize the importance of our state receiving this grant and are committed to being part of a stakeholder group that will support the implementation of proposals outlined in our state application.

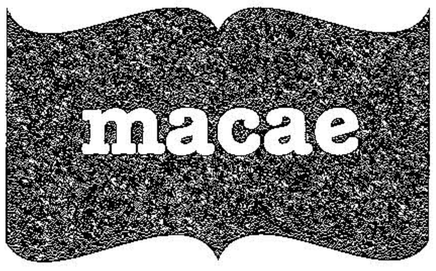
Sincerely,

Respectfully,

(b)(6)

Jim Ballard
Executive Director

1001 Centennial Way Ste. 100
Lansing, Michigan 48917-9279
Phone 517.327.5315
Fax 517.327.5360
www.mymassp.com



Michigan Association
of Community and
Adult Education

4000 North Okemos Road
Okemos, MI 48864

ph: 517-706-5024
fx: 517-349-6643

January 14, 2010

Mike Flanagan
Superintendent of Public Instruction
Michigan Department of Education
Attention: Race to the Top
P.O. Box 3008
Lansing, MI 48909

Dear Superintendent Flanagan:

I commend you and your colleagues for taking on what has been an amazing challenge by anyone's standards, particularly at a time when both financial and human resources are so limited in state government. Over the past few years, the Michigan Association of Community and Adult Education (MACAE) has worked closely with your team to identify and resolve barriers to helping our hardest-to-serve high school students, those enrolled in alternative education programs, successfully graduate. The professionalism, follow through, and resourcefulness of the Department of Education's staff and leadership have contributed to many positive steps forward, and perhaps most importantly, the development of a collaborative, trusting relationship built upon a shared mission: keeping the best interest of the individual student at the forefront.

Building upon this foundation, on behalf of MACAE, I am sending this letter of support for Michigan's application for the federal Race to the Top funds. As MDE begins to develop guidelines for implementing the recent school reform legislation that was signed into law by Governor Granholm as part of joint effort to aggressively compete for the Race to the Top funds, MACAE requests that we continue to work together to make sure the resulting guidelines and respective policies that could impact alternative education, before and after school, transition to post-secondary and career preparation, and early care and education programs, benefit from the insight and experience of community educators.

Our community education programs support what is often deemed the hardest-to-serve population, foster a whole family, whole child approach to lifelong learning, and are defined and driven by the needs of the local community. We believe that we could be a very positive contributor to educational reform in Michigan, particularly since sustaining our programs, many which are self-funded, requires constant out-of-the-box thinking, resourcefulness, and building unique partnerships to ensure our students stay in school, graduate from high school and continue on as lifelong learners.

As we have done in striving to attain the high standards set by the Michigan Merit Curriculum and graduation requirements, we want to join you and the many other stakeholders in helping Michigan schools be more globally competitive; turn around low performing schools and programs; attract, retain and reward the most effective teachers and administrators; and develop an integrated, K-20 data system that helps inform and improve decision making, delivery of instruction, and student achievement.

Congratulations on what has already been a very bold endeavor!

Sincerely,

(b)(6)

Katie Wolf
Executive Director

Attachment A2.1

Bay Mills Community College

January 4, 2010

Mike Flanagan, State Superintendent of Public Instruction
Michigan Department of Education
Attention: Race to the Top
Post Office Box 30008
Lansing, Michigan 48909

Dear Superintendent Flanagan:

Bay Mills Community College would like to express our support of Michigan's application for the federal Race to the Top funds. We understand that the state is seeking a grant from the U.S. Department of Education to challenge and dramatically improve K-12 education by:

1) Adopting internationally-benchmarked standards and assessments that prepare students for success in college and the workplace;

2) Turning around our lowest-performing schools;

3) Recruiting, developing, retaining, and rewarding effective teachers and principals; and,

4) Building data systems that measure student success and inform teachers and principals how they can improve their practices.

We agree that the Race to the Top Program represents a critical opportunity for Michigan to undertake the fundamental reforms that are needed to develop the state's education reform, which will accelerate and drive growth in student achievement.

As a Tribally controlled community college with a vested interest in improving the education of Michigan children, we recognize the importance of our state receiving this grant and are committed to being part of a stakeholder group that will support the implementation of proposals outlined in our state application.

Sincerely,

(b)(6)

Michael C. Parish, President

RECEIVED
JAN 07 2010
DEPUTY SUPERINTENDENT
CHIEF ACADEMIC OFFICER

12214 W. Lakeshore Drive • Brimley, MI 49715 • 1-800-844-BMCC (2622) • Fax (906) 248-3351 • www.bmcc.edu

SAGINAW VALLEY STATE UNIVERSITY.

(989) 964-4000 • From Midland: 695-5325
7400 Bay Road • University Center, MI 48710 • USA
www.svsu.edu

School/University Partnership Office
(989) 964-4623
Fax: (989) 964-4636

January 5, 2010

RECEIVED
JAN 11 2010
SUPERINTENDENT'S OFFICE

Mike Flanagan
State Superintendent of Public Instruction
Michigan Department of Education
Post Office Box 30008
Lansing, Michigan 48909

RE: Race to the Top

Dear Superintendent Flanagan:

I would like to express Saginaw Valley State University's support of Michigan's application for the federal Race to the Top funds. We understand that the state is seeking a grant from the U.S. Department of Education to challenge and dramatically improve K-12 education by:

1) Adopting internationally-benchmarked standards and assessments that prepare students for success in college and the workplace;
2) Turning around our lowest-performing schools;
3) Recruiting, developing, retaining, and rewarding effective teachers and principals; and,
4) Building data systems that measure student success and inform teachers and principals how they can improve their practices.

We agree that Race to the Top represents a critical opportunity for Michigan to engage in the fundamental reforms that are needed to develop the state's workforce and fuel education innovation that will accelerate and drive growth in student achievement.

As a university authorizer of eighteen public school academies, we have demonstrated a strong commitment to improving the education of Michigan children. To this end, our focus has gone far beyond oversight and involves critical areas of leadership development, curriculum alignment, and instructional improvement.

We recognize the importance of our state receiving this grant and are committed to being part of a stakeholder group that will support the implementation of proposals outlined in our state application.

Sincerely,

(b)(6)

Joseph G. Rousseau
Director

RECEIVED
JAN 12 2010
DEPUTY SUPERINTENDENT
CHIEF ACADEMIC OFFICER

January 6, 2010

Mike Flanagan, State Superintendent of Public Instruction
Michigan Department of Education
608 W. Allegan Street
Lansing, MI 48933

Dear Superintendent Flanagan:

I would like to express Ford Motor Company Fund's support of Michigan's application for the Federal Race to the Top funds. As a part of this challenge-grant process, we understand that the state seeks a grant from the U.S. Department of Education to challenge and dramatically improve K-12 education by:

1) Adopting internationally-benchmarked standards and assessments that prepare students for success in college and the workplace;

2) Turning around our lowest-performing schools;

3) Recruiting, developing, retaining, and rewarding effective teachers and principals; and,

4) Building data systems that measure student success and inform teachers and principals how they can improve their practices.

Race to the Top represents a unique opportunity for Michigan to engage in the fundamental reforms that are needed to fuel education innovation that will accelerate and drive growth in student achievement. Moreover, these changes are critical in developing a workforce in the state that can thrive in a global, knowledge-based economy.

As an organization with a vested interest in improving the education of Michigan children, we recognize the importance of our state receiving this grant and are committed to being part of a stakeholder group that will support the implementation of proposals outlined in our state application.

Sincerely,

(b)(6)

Mike Schmidt
Director, Education and Community Development
Ford Motor Company Fund

Attachment A2.1

2009-2010
EXECUTIVE BOARD

President
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Big Rapids Public Schools

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The mission of MASA is to develop leadership and unity within its membership to achieve the continuous improvement of public education in Michigan.

Your success — Our passion

Executive Director
William H. Mayes

1001 Centennial Way
Suite 300
Lansing, MI 48917-9279

Phone: 517-327-5910
Fax: 517-327-0779
www.gomasa.org

MICHIGAN ASSOCIATION *of* SCHOOL ADMINISTRATORS

RECEIVED
JAN 1 2 2010
SUPERINTENDENT'S OFFICE

January 7, 2010

Mike Flanagan, State Superintendent of Public Instruction
Michigan Department of Education
Attention: Race to the Top
Post Office Box 30008
Lansing, Michigan 48909

Dear Superintendent Flanagan:

I would like to express support by the Michigan Association for School Administrators (MASA) for Michigan's application for the federal Race to the Top funds. As Michigan's top-level district leaders, our members have been engaged in an 18-month-long process to define a vision for the future of public education in Michigan. Their resulting *Lead Forward* report captures this vision and adopts—among others—the goals promoted in the U.S. Department of Education grant to challenge and dramatically improve K-12 education by:

1) Adopting internationally-benchmarked standards and assessments that prepare students for success in college and the workplace;

2) Turning around our lowest-performing schools;

3) Recruiting, developing, retaining, and rewarding effective teachers and principals; and,

4) Building data systems that measure student success and inform teachers and principals how they can improve their practices.

We agree that Race to the Top represents a critical opportunity for Michigan to engage in the fundamental reforms that are needed to develop the state's workforce and fuel education innovation that will accelerate and drive growth in student achievement.

As an association with a proven commitment to improving the education of Michigan children, we recognize the importance of our state receiving this grant and are committed to being part of a stakeholder group that will support the implementation of proposals outlined in our state application.

Sincerely,

(b)(6)

William H. Mayes
Executive Director

RECEIVED
JAN 1 3 2010
DEPUTY SUPERINTENDENT
CHIEF ACADEMIC OFFICER

THE COUNCIL .C

January 5, 2010

Mike Flanagan, State Superintendent of Public Instruction
Michigan Department of Education
Attention: Race to the Top
Post Office Box 30008
Lansing, Michigan 48909

Dear Superintendent Flanagan:

The Michigan Council of Charter School Authorizers supports Michigan's application for Race to the Top grant. Recent bipartisan efforts by the legislature instituted a framework of reforms which support the criteria for Race to the Top funding and allows:

1) Adopting internationally-benchmarked standards and assessments that prepare students for success in college and the workplace;
2) Turning around our lowest-performing schools;
3) Recruiting, developing, retaining, and rewarding effective teachers and principals; and,
4) Building data systems that measure student success and inform teachers and principals how they can improve their practices.

In addition, the legislature established a mechanism to create more high performing charter schools, also a criteria in the Race to the Top guidelines.

Race to the Top funding will allow the state to leverage the new reforms enacted by the legislature which are needed to develop the state's workforce and fuel education innovation that will accelerate and drive growth in student achievement.

The Michigan Council of Charter School Authorizers has been actively working in the state to improve education and are committed to being part of a stakeholder group that will support the implementation of proposals outlined in our state application.

Sincerely,

(b)(6) [redacted]

Billie Kops Wimmer
Executive Director

Michigan Council of Charter School Authorizers /
201 Townsend / Suite 900 / *Lansing*, **MI** 48893
P. 517.487.4848 / F. 517.487.4855 / www. mccsa.us

Bay Mills Community College
Ferris State University
Midland County ESA
Saginaw Valley State University
Central Michigan University
Grand Valley State University
Northern Michigan University
Wayne RESA
Eastern Michigan University
Lake Superior State University
Oakland University

LAKE SUPERIOR
STATE UNIVERSITY

January 4, 2010

RECEIVED
JAN 06 2010
DEPUTY SUPERINTENDENT
CHIEF ACADEMIC OFFICER

Mike Flanagan, State Superintendent of Public Instruction
Michigan Department of Education
Attention: Race to the Top
Post Office Box 30008
Lansing, Michigan 48909

Dear Superintendent Flanagan:

I would like to express Lake Superior State University's support of Michigan's application for the federal Race to the Top funds. We understand that the state seeks a grant from the U.S. Department of Education to challenge and dramatically improve K-12 education by:

1) Adopting internationally-benchmarked standards and assessments that prepare students for success in college and the workplace;

2) Turning around our lowest-performing schools;

3) Recruiting, developing, retaining, and rewarding effective teachers and principals; and,

4) Building data systems that measure student success and inform teachers and principals how they can improve their practices.

We agree that Race to the Top represents a critical opportunity for Michigan to engage in the fundamental reforms that are needed to develop the state's workforce and fuel education innovation that will accelerate and drive growth in student achievement.

As an association with a vested interest in improving the education of Michigan children, we recognize the importance of our state receiving this grant and are committed to being part of a stakeholder group that will support the implementation of proposals outlined in our state application.

Sincerely,

(b)(6)

Anthony P. Blose, Ph.D.
Provost/VPAA

RECEIVED
JAN 06 2010
SUPERINTENDENT'S OFFICE

Office of the Provost and Vice President for Academic Affairs
650 W. Easterday Ave., Sault Ste. Marie, MI 49783
Telephone: 906-635-2211 • Fax: 906-635-6671
www.lssu.edu

Attachment A2.1

COPY

January 5, 2010

Mr. Arne Duncan
U.S. Secretary of Education
U. S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

RECEIVED
JAN 07 2010
DEPUTY SUPERINTENDENT
CHIEF ACADEMIC OFFICER

Dear Secretary Duncan:

Central Michigan University (CMU) is pleased to support the State of Michigan's application for the federal Race to the Top (RTTT) grant and will continue to provide leadership in furthering RTTT's goal of increasing the availability of high-quality charter schools for high-needs students.

Founded in 1892, CMU has a proud history of improving public education by preparing teachers and school leaders. In 1994, CMU became the first public body in Michigan, and the first university in the nation, to charter a public school. Today, CMU charters a portfolio of 58 schools that operate at 77 sites and serve more than 30,000 students – over two thirds of whom are high-needs. More importantly, student achievement data shows that the schools chartered by CMU are consistently outperforming their comparable host districts in key academic areas, and are making real progress in closing the achievement gap.

To lead our charter school efforts and fulfill our authorizing obligations, CMU established The Center for Charter Schools, which has earned a gold standard reputation for its work in chartering schools, overseeing their performance, and holding them accountable for their performance. CMU is also home of the National Charter Schools Institute, a non-profit organization that specializes in board governance and helping charter school operators deliver exceptional results for students and taxpayers.

The work that we have done is having a transformational impact on public education in Michigan, and much of it directly aligns with the goals of RTTT and could be further leveraged. For example, we have pioneered new assessments that measure student growth over time and provide targeted feedback to teachers and administrators for improving student performance. We have also developed systems for ensuring that schools are governed and managed in the best interest of students and parents, and we created a software system called AOIS that is now being used around the country to streamline and automate the regulatory reporting process so that school leaders can spend more time focusing on their primary mission of educating students. More detailed information on what we do and the impact that it is having can be found online at www.thecenterforcharters.org/racetothetop.

From our founding to today, CMU has been committed to quality and improving public education for all students. We are excited about the vision you outlined in RTTT and would be pleased to work with you and the State of Michigan to help make your vision a reality for students and educators in Michigan and beyond.

Sincerely,

(b)(6)

Kathleen M. Wilbur
Interim President

RECEIVED
JAN 07 2010
SUPERINTENDENT'S OFFICE

c: Michael P. Flanagan, Superintendent of Public Instruction
James N. Goenner, Executive Director, Charter Schools

OFFICE OF THE PRESIDENT • PHONE (989) 774-3131
CENTRAL MICHIGAN UNIVERSITY • MOUNT PLEASANT, MICHIGAN 48859

Attachment A2.1

EASTERN MICHIGAN UNIVERSITY

January 5, 2010

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JAN 07 2010
DEPUTY SUPERINTENDENT
CHIEF ACADEMIC OFFICER

Mr. Michael P. Flanagan
State Superintendent of Public Instruction
Michigan Department of Education
Attention: Race to the Top
P. O. Box 30008
Lansing, Michigan 48909

Dear ~~Superintendent~~ Mike Flanagan:

I would like to express Eastern Michigan University's support of Michigan's application for the federal Race to the Top funds. We understand that the state seeks a grant from the U.S. Department of Education to challenge and dramatically improve K-12 education by:

1) Adopting internationally-benchmarked standards and assessments that prepare students for success in college and the workplace;

2) Turning around our lowest-performing schools;

3) Recruiting, developing, retaining, and rewarding effective teachers and school leaders; and,

4) Building information systems that more accurately assess/measure student performance and inform teachers and school leadership on how they can improve their practices.

We agree that Race to the Top represents a critical opportunity for Michigan to engage in the fundamental reforms that are needed to develop the state's workforce and fuel education innovation that will accelerate and drive growth in student achievement.

As an association with a vested interest in improving the education of Michigan children, we recognize the importance of our state receiving this grant and are committed stakeholders who will support the implementation of proposals outlined in our state application.

~~Sincerely~~,

(b)(6)

Susan W. Martin
President

RECEIVED
JAN 07 2010
SUPERINTENDENT'S OFFICE

Office of the President • 202 Welch Hall • Ypsilanti, Michigan 48197
Phone: 734.487.2211 • FAX: 734.487.9100

MAPSA
Michigan Association of Public School Academies

215 S. Washington Square
Suite 135
Lansing, MI 48933
517.374.9167 p
517.374.9197 f
www.charterschools.org

January 8, 2010

Mike Flanagan, State Superintendent of Public Instruction
Michigan Department of Education
Attention: Race to the Top
Post Office Box 30008
Lansing, Michigan 48909

Dear Superintendent Flanagan:

I would like to express MAPSA's support of Michigan's application for the federal Race to the Top funds. We understand the state seeks a grant from the U.S. Department of Education to challenge and dramatically improve K-12 education by:

1. Adopting internationally-benchmarked standards and assessments that prepare students for success in college and the workplace;
2. Turning around our lowest-performing schools;
3. Recruiting, developing, retaining, and rewarding effective teachers and principals;
4. Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
5. Promoting the expansion of high quality public charter schools.

We agree that Race to the Top represents a critical opportunity for Michigan to engage in the fundamental reforms that are needed to develop the state's workforce and fuel education innovation that will accelerate and drive growth in student achievement.

As an association with a vested interest in improving the education of Michigan children, we recognize the importance of our state receiving this grant.

We are committed to working with you and other key stakeholders to make Michigan's students globally competitive.

Sincerely,

(b)(6)

Dan Quisenberry
President

RECEIVED
JAN 08 2010
DEPUTY SUPERINTENDENT
CHIEF ACADEMIC OFFICER

Office of Public School Academies and Urban Partnerships

School of Education and Human Services
420 Pawley Hall
Rochester, Mi 48309-4494
Tel: (248) 370-4596; Fax: (248) 370-4239

January 5, 2010

Michael P. Flanagan, State Superintendent of Public Instruction
Michigan Department of Education
Attention: Race to the Top
Post Office Box 30008
Lansing, Michigan 48909

Dear Superintendent Flanagan:

I would like to express Oakland University's support of Michigan's application for the federal Race to the Top funds. We understand that the state seeks a grant from the U.S. Department of Education to challenge and dramatically improve K-12 education by:

1) Adopting internationally-benchmarked standards and assessments that prepare students for success in college and the workplace;

2) Turning around our lowest-performing schools;

3) Recruiting, developing, retaining, and rewarding effective teachers and principals; and,

4) Building data systems that measure student success and inform teachers and principals how they can improve their practices.

We agree that Race to the Top represents a critical opportunity for Michigan to engage in the fundamental reforms that are needed to develop the state's workforce and fuel education innovation that will accelerate and drive growth in student achievement.

As an institution with a vested interest in improving the education of Michigan children, we recognize the importance of our state receiving this grant and are committed to being part of a stakeholder group that will support the implementation of proposals outlined in our state application.

Sincerely,

(b)(6) [redacted]

Mildred Taylor
Director
Oakland University
Office of Public School Academies

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JAN 08 2010
SUPERINTENDENT'S OFFICE

RECEIVED
JAN 08 2010
DEPUTY SUPERINTENDENT
CHIEF ACADEMIC OFFICER

LIVE UNITED

United Way
for Southeastern Michigan

660 Woodward Ave., Suite 300
Detroit, MI 48226-1899
Phone: 313.226.9200
Fax: 313.226.9210
Web: www.LiveUnitedSEM.org

January 11, 2009

Mr. Mike Flanagan,
State Superintendent of Public Instruction
Michigan Department of Education
608 W. Allegan Street
Lansing, Michigan 48933

Dear Superintendent Flanagan:

Please accept this letter as the United Way of Southeastern Michigan's enthusiastic statement of support for Michigan's application for the federal Race to the Top funds.

Two of the four ten-year goals on our community scorecard are directly connected with this application. Those goals are 1) to increase graduation rates from less than 60% to higher then 80% at the 30 high schools in our region known as "dropout factories" and 2) to increase kindergarten readiness rates from 50% to 80% for the 40,000 children aged 0 to 5 in eight communities across Detroit and its suburbs that have the highest concentrations of children and families in poverty.

As you know, we are working closely with civic and community leaders, as well as with Robert Bobb, the Emergency Financial Manager for Detroit Public Schools, and Detroit Mayor Dave Bing, to develop and drive a plan that will make excellent schools a reality for all children in our region. A major portion of that plan involves the Four Assurances required in the Race to the Top application. We see this as a unique time to leapfrog the process of other states and cities, which couldn't be more critical in light of the recent NAEP scores.

We agree that Race to the Top represents a critical opportunity for Michigan to engage in the fundamental reforms that are needed to develop the state's workforce and fuel education innovation that will accelerate and drive growth in student achievement. We look forward to getting the real work done with you when the application is complete.

In partnership,

Michael J. Brennan
President & CEO

Attachment A2.1

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JAN 12 2010
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CHIEF ACADEMIC OFFICER

January 8, 2009

Mike Flanagan, State Superintendent of Public Instruction

Michigan Department of Education

Attention: Race to the Top

Post Office Box 30008

Lansing, Michigan 48909

Dear Superintendent Flanagan:

I would like to express the Michigan Staff Development Council's support of Michigan's application for the federal Race to the Top funds. We understand that the state seeks a grant from the U.S. Department of Education to challenge and dramatically improve K-12 education by:

1) Adopting internationally-benchmarked standards and assessments that prepare students for success in college and the workplace;

2) Turning around our lowest-performing schools;

3) Recruiting, developing, retaining, and rewarding effective teachers and principals; and,

4) Building data systems that measure student success and inform teachers and principals how they can improve their practices.

We agree that Race to the Top represents a critical opportunity for Michigan school districts to engage in the fundamental reforms that are needed to develop the state's workforce and fuel education innovation that will accelerate and drive growth in student achievement.

As a professional organization with a vested interest in improving the education of Michigan children and the professional learning of the adults serving them, we recognize the importance of our state receiving this grant and are committed to being part of a stakeholder

Michigan Staff Development Council www.nsdconline.org PO Box 80446, Lansing, MI 48908

group that will support the implementation of proposals outlined in our state application. The Michigan Staff Development Council is also fully committed to contributing to the implementation of the proposals in our state's application, including the building of a system for professional development that supports the learning of Michigan educators.

Sincerely,

(b)(6)

Amy B. colton

Executive Director

Michigan
Mathematics and
Science Centers Network

Building a 21st century workforce by inspiring and nurturing excellence in mathematics and science for all Michigan schools, students, teachers and communities.

January 11, 2010

Mike Flanagan, State Superintendent of Public Instruction
Michigan Department of Education
Attention: Race to the Top
Post Office Box 30008
Lansing, Michigan 48909

Dear Superintendent Flanagan:

I would like to express Michigan Mathematics and Science Center Network's support of Michigan's application for the federal Race to the Top funds. We understand that the state seeks a grant from the U.S. Department of Education to challenge and dramatically improve K-12 education by:

1) Adopting internationally-benchmarked standards and assessments that prepare students for success in college and the workplace;

2) Turning around our lowest-performing schools;

3) Recruiting, developing, retaining, and rewarding effective teachers and principals; and,

4) Building data systems that measure student success and inform teachers and principals how they can improve their practices.

We agree that Race to the Top represents a critical opportunity for Michigan to engage in the fundamental reforms that are needed to develop the state's workforce and fuel education innovation that will accelerate and drive growth in student achievement.

As an association with a vested interest in improving the education of Michigan children, we recognize the importance of our state receiving this grant and are committed to being part of a stakeholder group that will support the implementation of proposals outlined in our state application.

Sincerely,

(b)(6)

Connie Duncan, President

Attachment A2.1

Co-Chairs

Michigan Department of Education

Michigan Department of Human Services

Michigan Department of Community Health

Michigan Department of Labor and Economic Growth

Michigan Department of History, Arts and Libraries

Partnership Partners

Bridges to the Future Genesee County

City of Grand Rapids—Our Community's Children

Early Childhood Investment Corporation

Fight Crime: Invest in Kids

Governor's Council for Physical Fitness

Governor's Office

High/Scope Educational Research Foundation

Junior Achievement

Mayor's Time—Detroit

Michigan 4C Association

Michigan AFL-CIO

Michigan AfterSchool Association

Michigan Association for the Education of Young Children

Michigan Association of Community and Adult Education

Michigan Association of Counties

Michigan Association of Elementary and Middle School Principals

Michigan Association of Intermediate School Districts

Michigan Association of School Boards

Michigan Association of United Ways

Michigan's Children

Michigan Federation for Children and Familie

Michigan Municipal Leg

Michigan Parent Teach Student Association

Michigan Recreation and Parks Association

Michigan State University

Michigan State University Extension

Saginaw Chippewa Indian Tribe

State Alliance of YMCAs

School-Community Health Alliance of Michigan

United Way of Genesee County

The Village Initiative

January 8, 2010

To Whom it May Concern,

This letter is in support of the State of Michigan's application for Race to the Top.

The Michigan After-School Partnership (MASP) is an established state-wide coalition and network for ensuring that high quality expanded learning opportunities exist for all Michigan students. Since 2004, MASP has worked with Michigan's Departments of Education, Human Services, Community Health and Energy, Labor and Economic Growth to improve access and quality of out-of-school time programs for all Michigan students. We have state-wide connections and have put into place standards, professional development and credentialing efforts to advance the quality of out of school time opportunities in Michigan.

The MASP network has established an initiative focusing on building the capacity of Michigan' out-of-school time programs to offer Science, Technology, Engineering and Math (STEM) activities. Our goal is to increase access and the quality of programs in the STEM areas and improve the capacity of programs throughout the state to address and offer them. Since 2008, efforts have included the development of a state-wide survey to build a data base of programs. Partnering with Michigan Math and Science Centers, efforts have also been linked to the National Coalition for Afterschool Science. The National Partnership for Afterschool Science (NPASSS) has been assisting our efforts in the development of an expanded learning professional development system for STEM programs in our state.

The evidence clearly shows that afterschool programs are effective in helping students learn by providing expanded learning opportunities that help them succeed academically, socially and professionally. We are pleased to offer our support and assistance to ensuring that all Michigan students have access to high quality after-school programs and STEM activities that will improve student success.

Sincerely,

(b)(6)

Mary B. Sutton
Executive Director
Michigan After-School Partnership

1627 Lake Lansing Road, Lansing, MI 48912 | Web: www.MIafterschool.org
Phone: 517-371-4360 x17 | Fax: 517-371-5860 | Email: msutton@uwmich.org

Attachment A2.1

the Network Of Michigan Educators

Improving Teaching and Learning by Connecting Recognized Educators as a Resource to Inform Practice, Research, and Policy.

Chair: David Borth, Director, Hawthorn Learning Center, 20609 Madison, Big Rapids, Michigan 49307 231-796-0924

The Network represents over 500 educators from these recognition programs:

- Michigan Teacher of the Year
- Milken National Educator Award
- Presidential Award for Excellence in Mathematics and Science Teaching
- National Board Certification
- Christa McAuliffe Fellowship Program
- Einstein Distinguished Educator Fellowships
- Michigan Elementary-Middle Principal of the Year
- National Distinguished Principal
- Michigan Secondary H.S. Principal of the Year
- Michigan Secondary M.S. Principal of the Year
- Michigan Superintendent of the Year

www.nme-educators.org

Network Collaborative Partners:

- Michigan State Board of Education
- Michigan Department of Education
- Michigan Institute for Educational Management
- Michigan Virtual University
- National Academies of Science, Engineering, and Medicine Teacher Advisory Council

Research NME Network Of Michigan Educators Policy——Practice

January 11, 2010

Mike Flanagan, State Superintendent of Public Instruction
Michigan Department of Education
608 W. Allegan Street
Lansing, MI 48933

Dear Superintendent Flanagan:

The Network of Michigan Educators overwhelmingly supports the Michigan application for the federal Race to the Top funds, as well as being fully committed, as engaged stakeholders, in the implementation of the plans in the Michigan application. In a recent "Ask the Network" Survey network members indicated the following:

83 % of the Network strongly agree or agree (7% Neutral, 17% disagree) that the Michigan Race to the Top application represents a critical opportunity for our state to engage in the innovations and fundamental reforms that that will lead to increased student achievement and career readiness. Many of those who disagree believe we are already on the path of high expectations and increased achievement.

85 % of the Network strongly agree or agree (14% Neutral, 1% disagree) that our identity as "…the most important grass roots organization providing input for the Michigan Department of Education" (Superintendent, Mike Flanagan, 12/1/09) gives the NME a unique opportunity to provide primary stakeholder engagement in RTTT implementation at both the state and local level.

71 % of the Network strongly agree or agree (8% Neutral, 21% disagree) with the statement: "I support the RTTT application." Most disagreements were based on feeling rushed into the Race or discomfort with a perceived lack of details and information or frustration with school funding in general.

91 % of the Network strongly agree or agree (8% Neutral, 1% disagree) with the statement: "I will be engaged in the opportunity to shape the future of education in Michigan at the local and/or the state level."

Our members understand that the state seeks a grant from the U.S. Department of Education to challenge and dramatically improve K-12 education by:

1) Adopting internationally-benchmarked standards and assessments that prepare students for success in college and the workplace;
2) Turning around our lowest-performing schools;
3) Recruiting, developing, retaining, and rewarding effective teachers and principals; and,
4) Building data systems that measure student success and inform teachers and principals how they can improve their practices.

In summary, the Network, both collectively and individually as educational leaders, is in very significant support of the Michigan Race to the Top application and 99% will be actively engaged in its implementation. The full results of the NME "Ask the Network" survey along with member comments can be found on our website at www.nme-educators.org by clicking on "Ask the Network" and then on "RTTT Survey"

Sincerely,

(b)(6) [redacted]

Dave Borth, Chair, The Network of Michigan Educators

DEBORAH LOEWENBERG BALL
DEAN AND WILLIAM H. PAYNE COLLEGIATE PROFESSOR
UNIVERSITY OF MICHIGAN
SCHOOL OF EDUCATION

610 E. UNIVERSITY AVENUE, SUITE 1110
ANN ARBOR, MICHIGAN 48109-1259
734 647-1637 FAX: 734 764-3473
dball@umich.edu

RECEIVED
JAN 11 2010
SUPERINTENDENT'S OFFICE

January 4, 2010

Mike Flanagan, State Superintendent of Public Instruction
Michigan Department of Education
Attention: Race to the Top
Post Office Box 30008
Lansing, Michigan 48909

Dear Superintendent Flanagan:

I am writing to express support of Michigan's application for the federal Race to the Top funds. I understand that the state will be seeking grant funds from the U.S. Department of Education to support the improvement of K-12 education. As you know, we support the central goals of the state reform efforts and the federal incentives. Specifically, we have been working at our own institution to change the ways in which teachers are prepared for work of teaching, and how we can better document and assess these professional learning outcomes.

To this end, we agree that Race to the Top represents a critical opportunity for Michigan to engage in the fundamental reforms that are needed to develop the as a leader in teacher preparation that will support educational innovation and growth in student achievement.

We at the School of Education clearly have a vested interest in improving the education of Michigan children. We recognize how important it is that the state receives this grant and we are pleased to be part of a stakeholder group that will support the implementation of proposals outlined in the state's application.

Sincerely,

(b)(6)

Deborah Loewenberg Ball
Dean and William H. Payne Collegiate Professor

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JAN 12 2010
DEPUTY SUPERINTENDENT
CHIEF ACADEMIC OFFICER

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JAN 12 2010
DEPUTY SUPERINTENDENT
CHIEF ACADEMIC OFFICER

FERRIS STATE UNIVERSITY
OFFICE OF THE PRESIDENT

RECEIVED
JAN 11 2010
SUPERINTENDENT'S OFFICE

January 7, 2010

Mike Flanagan, State Superintendent of Public Instruction
Michigan Department of Education
Attention: Race to the Top
Post Office Box 30008
Lansing, Michigan 48909

Dear Superintendent Flanagan:

Ferris State University supports the State of Michigan's application for federal Race to the Top funds. For 125 years, Ferris State University has provided higher education opportunities to a diversity of students. The words and deeds of the founder of our great institution, Woodbridge N. Ferris, was and is the inspiration for our efforts. Mr. Ferris said, "In America, our slogan ought to be Education for all the people all of the time."

It is my understanding that the state seeks a grant from the U.S. Department of Education to challenge and dramatically improve K-12 education by:

1) Adopting internationally-benchmarked standards and assessments that prepare students for success in college and the workplace;

2) Turning around our lowest-performing schools;

3) Recruiting, developing, retaining, and rewarding effective teachers and principals; and,

4) Building data systems that measure student success and inform teachers and principals how they can improve their practices.

The Race to the Top represents a critical opportunity for Michigan to engage in the fundamental reforms that are needed to develop the state's workforce and fuel education innovation that will accelerate and drive growth in student achievement. Succinctly stated, it is an essential element in Michigan's efforts to "educate all of the people all of the time."

1201 S. State Street, CSS 301
Big Rapids, MI 49307-2747

Phone: (231) 591-2500
Web: www.ferris.edu

As an institution with a vested interest in improving the education of Michigan children, we recognize the importance of our state receiving this grant and are committed to being part of a stakeholder group that will support the implementation of proposals outlined in our state application. Both our College of Education and Human Services and our Charter Schools Office stand ready to assist.

Sincerely,

(b)(6) [redacted]

David L. Eisler
President

c: Fritz Erickson, Provost and Vice President for Academic Affairs
Lawrence Wells, Director, Charter Schools Office

Middle Cities
EDUCATION ASSOCIATION

January 11, 2010

826 Municipal Way
Lansing, MI 48917
Ph. 517.492.1380
Fax 517.492.1368
www.middlecities.org

Executive Director
Raymond S. Telman

President
Douglas Law

Directors
Dana Bryant
Charles Coleman
Daniel Evans
Gary Meier
Ernando Minghine

Member Districts
Albion
Battle Creek
Bay City
Beecher
Benton Harbor
Buena Vista
Dearborn
Ferndale
Flint
Garden City
Grand Rapids
Hazel Park
Highland Park
Inkster
Jackson
Kalamazoo
Lansing
Monroe
Mount Clemens
Mt. Pleasant
Muskegon
Muskegon Heights
Niles
Pontiac
Port Huron
Romulus
Saginaw
Southfield
Waterford
Wayne-Westland
Westwood
Willow Run
Ypsilanti

Michael Flanagan
State Superintendent of Public Instruction
Michigan Department of Education
Attention: Race to the Top
P.O. Box 30008
Lansing, MI 48909

Dear Superintendent Flanagan:

I am writing this letter on behalf of the Middle Cities Education Association (MCEA) in support of Michigan's current education reform efforts and its application for federal Race to the Top (RTTT) grant funds. MCEA understands that it is critical for the state to build capacity to implement, scale up, and sustain any proposed reform plans in order for those efforts to yield positive results and for the state to successfully apply for federal RTTT grant funds. Only with support from a broad group of stakeholders, including Middle Cities and our member districts, will our state reach both of these goals.

As we move forward, there are three aspects of Michigan's current reforms that are of particular importance to MCEA – closure of achievement gaps, equitable distribution of educators, and the turnaround of the lowest-performing schools. These three issues were repeatedly cited by state and federal officials as important reasons to adopt and implement major reforms in December. It is essential that the new policies to address these challenges are carefully vetted and integrated with one another so that these priorities are addressed effectively.

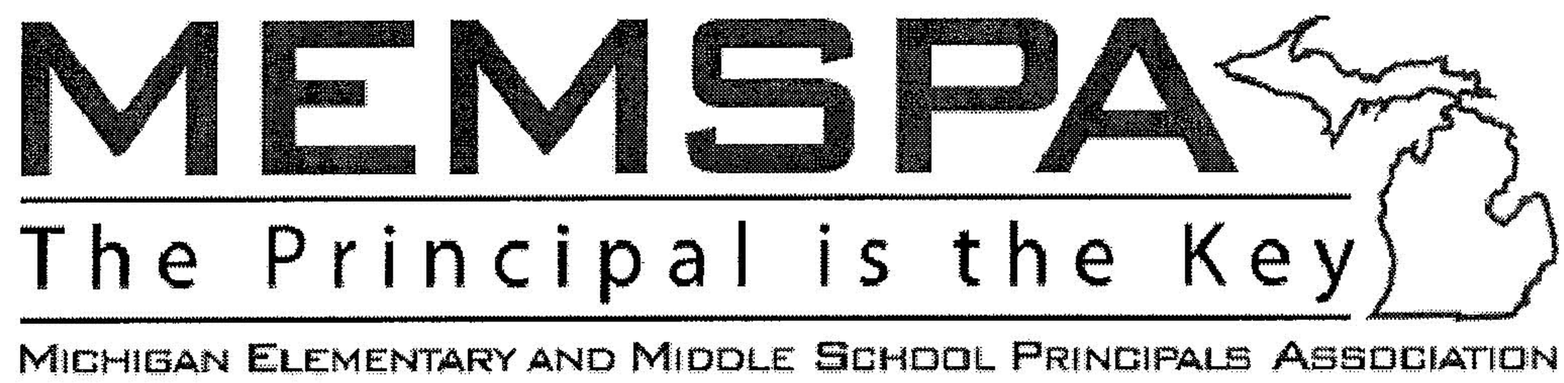
MCEA looks forward to working with the Michigan Department of Education (MDE) to implement these and other reforms approved by the legislature as well as the plan developed for the RTTT application. Given the scale of the changes that will take place as a result of recent legislation and the RTTT application, there will certainly be a great deal of work to be done in order to decipher the intent of lawmakers and to strategize how best to implement changes at the local school level. MCEA is eager to assist MDE as well as our member districts to reach the goal of increasing academic achievement of all of our students in Michigan.

Sincerely,

(b)(6) [redacted]

Ray Telman
Executive Director
Middle Cities Education Association

RECEIVED
JAN 12 2010
DEPUTY SUPERINTENDENT
CHIEF ACADEMIC OFFICER



January 11, 2010

Mike Flanagan, State Superintendent of Public Instruction
Michigan Department of Education
Attention: Race to the Top
Post Office Box 30008
Lansing, Michigan 48909

Dear Superintendent Flanagan:

I would like to express MEMSPA's support of Michigan's application for the federal Race to the Top funds. We understand that the state seeks a grant from the U.S. Department of Education to challenge and dramatically improve K-12 education by:

1) Adopting internationally-benchmarked standards and assessments that prepare students for success in college and the workplace;
2) Turning around our lowest-performing schools;
3) Recruiting, developing, retaining, and rewarding effective teachers and principals; and,
4) Building data systems that measure student success and inform teachers and principals how they can improve their practices.

We agree that Race to the Top represents a critical opportunity for Michigan to engage in the fundamental reforms that are needed to develop the state's workforce and fuel education innovation that will accelerate and drive growth in student achievement.

As an association with a vested interest in improving the education of Michigan children, we recognize the importance of our state receiving this grant and are committed to being part of a stakeholder group that will support the implementation of proposals outlined in our state application.

Sincerely,

(b)(6)

Robert E. Howe, Jr.
Executive Director

1980 N. College Road, Mason, MI 48854
517.694.8955 ** Fax 517.694.8945 ** www.memspa.org

RECEIVED
JAN 12 2010
DEPUTY SUPERINTENDENT
CHIEF ACADEMIC OFFICER

DetroitRegionalChamber

January 11, 2010

Mike Flanagan, State Superintendent of Public Instruction
Michigan Department of Education
Attention: Race to the Top
Post Office Box 30008
Lansing, Michigan 48909

Dear Superintendent Flanagan:

On behalf of the Detroit Regional Chamber, I would like to express support of Michigan's application for the federal Race to the Top funds. This is an effort to challenge and dramatically improve K-12 education in Michigan, in part, by adopting internationally-benchmarked standards for students; turning around our lowest-performing schools; recruiting, developing, retaining, and rewarding effective teachers and principals; and, building data systems that measure student success and inform teachers and principals how they can improve their practices.

We agree that Race to the Top represents a critical opportunity for Michigan to engage in the fundamental reforms that are needed to develop the state's workforce and fuel education innovation that will accelerate and drive growth in student achievement.

The Chamber's mission is to bring business investment to southeast Michigan. Among the criteria that companies look at to make a site selection is the quality of education in a state and region. Michigan does not currently fair well in this regard. Any improvement in this image, as well as the reality, would greatly enhance our efforts to create jobs and increase the tax base of our communities.

There has been an enormous investment of federal taxes in rebuilding our auto companies. They will become profitable again only with a highly skilled workforce at all levels of the corporations. This will be possible if our Michigan schools graduate students who are qualified to compete with workers educated in any country in the world.

This Chamber has always taken a leadership role in improving the education of Michigan children. We recognize the importance of receiving this grant and are committed to being part of a stakeholder group that will support the implementation of proposals outlined in our state application.

Sincerely,

(b)(6)

Richard E. Blouse, Jr. CCE
President and CEO

Headquarters
One Woodward Avenue
Suite 1900
P.O. Box 33840
Detroit, Michigan 48232-0840
313.964.4000

Lansing
101 S. Washington Sq.
Suite 820
Lansing, Michigan 48933
517.372.2278

January 7, 2010

RECEIVED
JAN 12 2010
SUPERINTENDENT'S OFFICE

Mike Flanagan, State Superintendent of Public Instruction
Michigan Department of Education
Attention: Race to the Top
Post Office Box 30008
Lansing, Michigan 48909

Dear Superintendent Flanagan:

I would like to express the Michigan Association of Collegiate Registrars and Admissions Officers' (MACRAO) support of Michigan's application for the federal Race to the Top funds. We understand that the state seeks a grant from the U.S. Department of Education to challenge and dramatically improve K-12 education by:

1) Adopting internationally-benchmarked standards and assessments that prepare students for success in college and the workplace;

2) Turning around our lowest-performing schools;

3) Recruiting, developing, retaining, and rewarding effective teachers and principals; and,

4) Building data systems that measure student success and inform teachers and principals how they can improve their practices.

We agree that Race to the Top represents a critical opportunity for Michigan to engage in the fundamental reforms that are needed to develop the state's workforce and fuel education innovation that will accelerate and drive growth in student achievement.

As an association with a vested interest in improving the education of Michigan children, we recognize the importance of our state receiving this grant and are committed to being part of a stakeholder group that will support the implementation of proposals outlined in our state application.

Sincerely,

(b)(6)

Debbie Harju, MACRAO President
Office of the Registrar
University of Michigan
1210 LSA Building
500 S. State Street
Ann Arbor, MI 48109-1382

Cc: Dorene Root, Central Michigan University
Ron Hughes, Macomb Community College
Howard Shanken, Grand Rapids Community College

RECEIVED
JAN 13 2010
DEPUTY SUPERINTENDENT
CHIEF ACADEMIC OFFICER

Attachment A2.1

MIDLAND COUNTY

ESA

EDUCATIONAL SERVICE AGENCY

RECEIVED

JAN 13 2010

DEPUTY SUPERINTENDENT
CHIEF ACADEMIC OFFICER

January 11, 2010

Mike Flanagan, State Superintendent of Public Instruction
Michigan Department of Education
Attention: Race to the Top
Post Office Box 30008
Lansing, Michigan 48909

Dear Superintendent Flanagan:

I would like to express Midland County Educational Service Agency's support of Michigan's application for the federal Race to the Top funds. We understand that the state seeks a grant from the U.S. Department of Education to challenge and dramatically improve K-12 education by:

1) Adopting internationally-benchmarked standards and assessments that prepare students for success in college and the workplace;

2) Turning around our lowest-performing schools;

3) Recruiting, developing, retaining, and rewarding effective teachers and principals; and,

4) Building data systems that measure student success and inform teachers and principals how they can improve their practices.

We agree that Race to the Top represents a critical opportunity for Michigan to engage in the fundamental reforms that are needed to develop the state's workforce and fuel education innovation that will accelerate and drive growth in student achievement.

As an association with a vested interest in improving the education of Michigan children, we recognize the importance of our state receiving this grant and are committed to being part of a stakeholder group that will support the implementation of proposals outlined in our state application.

Sincerely,

(b)(6) [redacted]

Clark Volz
Superintendent

RECEIVED

JAN 13 2010

SUPERINTENDENT'S OFFICE

3917 Jefferson Ave., Midland, MI 48640-3599
(989) 631-5890
Fax (989) 631-4361

HOUSE OF REPRESENTATIVES

STATE OF MICHIGAN

CAPITOL BUILDING
P.O. BOX 30014
LANSING, MI 48909-7514
OFFICE: (517) 373-0857
TOLL-FREE: (888) REPDILLON

ANDY DILLON

SPEAKER OF THE HOUSE

January 13, 2010

Mike Flanagan, State Superintendent of Public Instruction
Michigan Department of Education
Attention: Race to the Top
PO Box 30008
Lansing, MI 48909

Re: Support for Michigan's "Race to the Top" application

Dear Superintendent Flanagan:

We are writing this letter in support of Michigan's application for the federal Race to the Top funds.

The Michigan Legislature has taken significant steps towards ensuring we qualify for a grant from the U.S. Department of Education to challenge and dramatically improve K-12 education. The Michigan House has worked towards implementing ways to: adopt new standards and assessments that prepare students for success in college and the workplace; turn around our lowest-performing schools; recruit, develop, retain, and reward effective teachers and principals; and, build data systems that measure student success and inform teachers and principals how they can improve their practices.

Through our legislative actions we are establishing education reforms that will dramatically improve Michigan schools and prepare students for 21st century jobs. With these improvements we are placing ourselves in direct contention to receive a share of more than $4 billion in education funding made available through the federal "Race to the Top" program.

It is essential that our state does all it can to qualify for this grant and we are fully committed to supporting the implementation of proposals outlined in our state application.

Thank you for your kind attention to this matter.

Regards,

Andy Dillon
Speaker of the House
Michigan House of Representatives

Tim Melton
House Education Chair
Michigan House of Representatives

An affiliate of the American Federation of Teachers, AFL-CIO

Teachers
PSRP
Higher Education
Public Employees

MAIN OFFICE
2661 E. Jefferson
Detroit, MI 48207
T :313/393-2200
800/638-8868
F :313/393-2236

LEGISLATIVE OFFICE
419 S. Washington, Suite 301
Lansing, MI 48933
T: 517/371-4300
F: 517/371-1922

Northern Michigan Office
2342-B Industrial Street
P.O. Box 172
Grayling, MI 49738
T: 989/348-4191
F: 989/348-4178

www.aftmichigan.org

DAVID HECKER
PRESIDENT
AFT VICE PRESIDENT

Lois Lofton Doniver
SECRETARY-TREASURER

AFT VICE PRESIDENT
Ruby Newbold

AFT MICHIGAN VICE PRESIDENTS
Samele Ambrose
Tracy Arneau
Ivy Bailey
Virginia Cantrell
Patrick Falcusan
Bonnie Halloran
Helen Ho
Keith Johnson
Bo Karpinsky
Charlene Kassley
John McDonald
Nancy Myers
Ken Reid
Jacqueline Ross
Michael Schenk
Lenora Starks
Lincoln Stocks
Robert Thomas
Gary Wellnitz
Gwendolyn Williams

TO: Governor Jennifer Granholm, State Board of Education President Kathleen Straus, and Superintendent of Public Instruction Michael Flanagan

FROM: President David Hecker

DATE: January 15, 2010

RE: Race to the Top

AFT Michigan supports the goals of Race to the Top.

We have long advocated high student achievement using research based methods and practices. We know it is in the best interest of students when their education is provided by a team working together—administration, employees and their unions.

We also believe that Michigan's Race to the Top plan has a number of good components including strengthening academic standards; aligning assessments with standards; using research-based best practices; concentrating on addressing the achievement gap; modeling meaningful professional development that address individual teacher needs; using data to drive decisions; taking student transience into account when looking at student academic growth; and evaluating teachers and administrators.

Our locals already work with district administration through collective bargaining and other means to address issues and advance initiatives like these to enhance student achievement. This focus will continue to be a significant part of our work. Race to the Top funds will greatly assist with these efforts.

We face many challenges as we fight for a better Michigan future for our children. For the state with the highest unemployment rate in the nation our path to recovery is economic development. Economic development requires vibrant public schools. The future for our children can be aided by the Secretary awarding Michigan much deserved Race to the Top funds. We look forward to receiving these funds and working together with school administration and government leaders to further enhance the education we provide our children.

opeiu42aflcio/cj

Michigan Senate
Michael D. Bishop
State Senator
Senate Majority Leader

12TH DISTRICT
LANSING OFFICE: (517) 373-2417
TOLL-FREE: (877) 9-BISHOP (24-7467)
FAX: (517) 373-2694
E-MAIL: senmbishop@senate.michigan.gov

January 15, 2010

Mr. Mike Flanagan
State Superintendent of Public Instruction
Michigan Department of Education
Attention: Race to the Top
P.O. Box 30008
Lansing, Michigan 48909

Dear Superintendent Flanagan:

As the Senate Majority Leader and the Chair of the Senate Education Committee, we are writing to strongly support Michigan's Race to the Top application.

Michigan's recently enacted education reform package represents decisive bi-partisan legislative action to adopt significant reforms that will result in dramatic improvement of the ability of Michigan students to successfully compete in the 21st Century. These reforms also comply with the Race to the Top guidelines as defined by the U.S. Department of Education.

This legislation, along with cooperative activity on the part of the Michigan Department of Education, is meant to dramatically reform and improve K-12 education by:

1. Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;

2. Turning around our lowest-performing schools;

3. Recruiting, developing, retaining, and rewarding effective teachers and principals; and

4. Building data systems that measure student growth and success and inform teachers and principals as to how they can improve instruction.

The Race to the Top education reforms reflect critical transitional changes to education in Michigan. These fundamental reforms were needed to promote education innovation, accelerate growth in student achievement, and turn around failing schools.

We especially support Michigan's plan to empower local districts and, if necessary, a state reform officer to implement changes at the building level to ensure the most highly qualified teachers are matched with the students who need the most help. We look forward to those

STATE CAPITOL • LANSING, MICHIGAN 48913

students receiving the extra intervention needed to assist in raising their academic achievement to a high level. All parties need to work together to achieve these goals.

We hope that the Common Core State Standards Initiative will consider Michigan's K-12 and high school graduation standards in their deliberations. Their rigor and effectiveness in preparing students for college and the global economy are among the highest in the nation.

As elected officials responsible for improving the education of Michigan children, we recognize the importance of these bipartisan-enacted reforms signed into law by Governor Granholm. We are committed to continue our legislative oversight to make sure that these reform provisions are implemented by the educational community as mandated by law and as further detailed in our state application.

Sincerely,

Michael D. Bishop
Majority Leader
State Senator, 12th District

Wayne Kuipers
State Senator, 30th District
Chair, Senate Education Committee

Attachment A2.2

Participation in State Stakeholders Meetings

	Wayne RESA 12/11/09	TBA ISD 12/15/09	Marquette RESA 12/16/09	Kent ISD 12/17/09
Role:				
Superintendent	36	18	9	31
Administrator	52	64	3	56
Board Member	8	12	2	7
Teacher	18	15		11
Parent		5		
Consultant	3			
Union Leader	12	21	3	10
Legislator		4	3	2
Community Leader	5	3		4
Higher Education		5	5	
Admin. Assistant	3			
Total	134	147	25	121

ment A 3.1

mographic Analysis (State Level)
de 04
Subjects
ter 2003

Report Codes	
SS	Scale Score
n	Number of students
%M	Percent Met or Exceeded Michigan Standards (Level 1, 2, or M)
<10	No scores provided if <10 students

SS = Scale Score	
Mathematics	335 - 702
Reading	377 - 727
Writing	440 - 620
Listening	480 - 557
Total ELA	408.5 - 673.5

Levels	
1	Exceeded Standards
2	Met Standards
3	At Basic Level
4	Apprentice
	Listening Levels
M	Met/Exceeded Standards
D	Did Not Meet Standards

B - Operational Test		Mathematics			Science			Social Studies			Reading			Writing			ELA			Listening	
		SS	n	%M	SS	n	%M	SS	n	%M	SS	n	%M	SS	n	%M	SS	n	%M	SS	n
	M	544	62,475	66							546	61,647	73	516	61,692	40	532	61,003	55	539	42,992
	F	543	60,684	65							550	60,377	77	525	60,348	55	538	59,854	65	539	42,059
	No Record	538	413	60							543	405	70	513	415	35	528	405	46	540	404
	Amer. Indian or Alaskan Natv.	538	1,192	61							545	1,162	72	518	1,170	43	532	1,154	54	537	830
	Asian or Pacific Islander	561	2,811	80							557	2,778	82	529	2,784	59	543	2,770	72	541	2,156
	Black, Not Of Hispanic Origin	526	27,028	43							533	26,864	56	512	26,611	33	523	26,285	39	529	11,934
	Hispanic	533	4,492	51							538	4,429	64	517	4,365	40	528	4,319	48	533	2,993
	White, Not Of Hispanic Origin	549	86,560	73							554	85,725	81	523	86,102	51	539	85,366	66	541	66,318
	Multiracial	538	480	58							543	470	69	520	437	43	532	430	53	537	337
	Other	542	843	65							542	840	68	523	844	53	533	839	56	527	778
	Unspecified	521	166	40							528	161	52	507	142	22	518	99	31	531	109
Disadvantaged	Yes	531	40,045	49							536	39,515	61	514	39,297	37	526	38,845	44	533	23,400
	No	550	83,527	73							554	82,914	82	524	83,158	52	539	82,417	67	541	62,055
ation	Yes	524	12,123	40							526	11,068	48	508	11,479	27	517	10,878	31	530	8,094
	No	546	111,449	68							551	111,361	78	522	110,976	49	536	110,384	62	540	77,361
ommodations	Yes	517	6,532	31							518	5,197	37	503	5,557	19	511	5,099	20	527	3,909
	No	545	117,040	67							550	117,232	77	522	116,898	48	536	116,163	61	540	81,546
l Accommodations	Yes	512	307	27							530	1,065	53	503	538	19				526	776
	No	543	123,572	65							548	122,429	75	521	122,455	47	535	121,262	60	539	85,455
sh Proficient	Yes	534	3,491	51							533	3,444	55	518	3,375	42	526	3,356	43	527	2,397
	No	544	120,081	65							549	118,985	75	521	119,080	47	535	117,906	60	539	83,058
	Yes	547	759	72							548	747	74	526	748	58	537	741	64	534	560
	No	543	122,813	65							548	121,682	75	521	121,707	47	535	120,521	60	539	84,895
	Yes	528	428	49							530	420	52	511	405	30	521	399	34	527	222
	No	544	123,144	65							548	122,009	75	521	122,050	47	535	120,863	60	539	85,233
	Yes																				
	No																				
	Yes																				
	No																				
ary - Grade 04		543	123,572	65%							548	122,429	75%	521	122,455	47%	534	121,262	60%	539	85,455

mographic Analysis (State Level)
de 05
Subjects
ter 2003

Report Codes	
SS	Scale Score
n	Number of students
%M	Percent Met or Exceeded Michigan Standards (Level 1, 2, or M)
<10	No scores provided if <10 students

SS = Scale Score	
Science	372 - 658
Social Studies	231 - 753

Levels	
1	Exceeded Standards
2	Met Standards
3	At Basic Level
4	Apprentice
	Listening Levels
M	Met/Exceeded Standards
D	Did Not Meet Standards

B - Operational Test		Mathematics			Science			Social Studies			Reading			Writing			ELA			Listening	
		SS	n	%M	SS	n	%M	SS	n	%M	SS	n	%M	SS	n	%M	SS	n	%M	SS	n
	M				551	64,120	79	508	64,102	30											
	F				547	61,859	76	505	61,847	26											
	No Record				552	447	85	514	445	32											
	Amer. Indian or Alaskan Natv.				546	1,268	76	499	1,271	20											
	Asian or Pacific Islander				558	2,810	86	524	2,807	43											
	Black, Not Of Hispanic Origin				533	27,250	53	484	27,260	12											
	Hispanic				540	4,395	65	491	4,395	15											
	White, Not Of Hispanic Origin				554	89,311	85	514	89,287	34											
	Multiracial				546	422	73	499	417	22											
	Other				543	823	71	497	822	17											
	Unspecified				538	147	63	491	135	13											
Disadvantaged	Yes				538	39,801	62	488	39,820	14											
	No				554	86,625	84	515	86,574	35											
ation	Yes				536	13,076	58	480	12,983	11											
	No				551	113,350	80	510	113,411	30											
ommodations	Yes				534	7,758	56	476	7,726	8											
	No				550	118,668	79	508	118,668	30											
l Accommodations	Yes				529	207	46	467	204	6											
	No				549	126,426	77	507	126,394	28											
sh Proficient	Yes				535	3,038	57	487	3,037	13											
	No				549	123,388	78	507	123,357	29											
	Yes				547	669	78	505	667	25											
	No				549	125,757	77	507	125,727	28											
	Yes				532	403	51	482	402	8											
	No				549	126,023	77	507	125,992	28											
	Yes																				
	No																				
	Yes																				
	No																				
ary - Grade 05					549	126,426	77%	507	126,394	28%											

mographic Analysis (State Level)
de 07
Subjects
ter 2003

Report Codes	
SS	Scale Score
n	Number of students
%M	Percent Met or Exceeded Michigan Standards (Level 1, 2, or M)
<10	No scores provided if <10 students

SS = Scale Score	
Reading	271 - 916
Writing	460 - 580
Listening	443 - 578
Total ELA	365.5 - 748

Levels	
1	Exceeded Standards
2	Met Standards
3	At Basic Level
4	Apprentice
	Listening Levels
M	Met/Exceeded Standards
D	Did Not Meet Standards

B - Operational Test		Mathematics			Science			Social Studies			Reading			Writing			ELA			Listening	
		SS	n	%M	SS	n	%M	SS	n	%M	SS	n	%M	SS	n	%M	SS	n	%M	SS	n
	M										539	66,768	59	523	67,209	46	531	66,115	53	544	46,216
	F										547	65,474	64	532	66,003	67	540	65,088	63	546	45,033
	No Record										543	509	61	523	509	44	533	508	55	546	498
	Amer. Indian or Alaskan Natv.										533	1,307	54	525	1,311	51	529	1,289	51	539	981
	Asian or Pacific Islander										562	2,820	73	534	2,840	71	548	2,800	72	552	2,140
	Black, Not Of Hispanic Origin										510	27,503	35	521	27,930	41	516	27,082	31	528	11,865
	Hispanic										523	4,061	47	524	4,104	49	524	4,017	43	536	2,773
	White, Not Of Hispanic Origin										553	95,754	69	530	96,211	61	542	95,298	66	548	72,938
	Multiracial										536	294	56	526	324	53	532	288	51	544	198
	Other										525	797	46	531	796	68	528	793	47	536	716
	Unspecified										512	215	35	519	205	36	515	144	33	529	136
Disadvantaged	Yes										517	36,668	41	522	37,144	44	520	36,263	37	534	21,055
	No										553	96,083	69	530	96,577	62	542	95,448	66	548	70,692
ation	Yes										493	13,276	24	512	13,566	23	503	13,025	18	522	9,184
	No										549	119,475	65	530	120,155	60	539	118,686	62	548	82,563
ommodations	Yes										492	5,334	23	511	5,553	21	502	5,231	17	521	3,934
	No										545	127,417	63	528	128,168	58	537	126,480	60	546	87,813
l Accommodations	Yes										490	662	21	506	409	14				520	377
	No										543	132,751	61	528	133,721	57	536	131,711	58	545	91,747
sh Proficient	Yes										509	2,719	32	524	2,744	50	517	2,689	31	527	1,597
	No										544	130,032	62	528	130,977	57	536	129,022	58	545	90,150
	Yes										545	737	60	533	739	71	539	732	61	545	652
	No										543	132,014	61	528	132,982	57	536	130,979	58	545	91,095
	Yes										504	272	33	521	282	45	513	268	32	523	167
	No										543	132,479	61	528	133,439	57	536	131,443	58	545	91,580
	Yes																				
	No																				
	Yes																				
	No																				
ary - Grade 07											543	132,751	61%	528	133,721	57%	535	131,711	58%	545	91,747

mographic Analysis (State Level)
de 08
Subjects
ter 2003

Report Codes	
SS	Scale Score
n	Number of students
%M	Percent Met or Exceeded Michigan Standards (Level 1, 2, or M)
<10	No scores provided if <10 students

SS = Scale Score	
Mathematics	246 - 783
Science	296 - 699
Social Studies	247 - 718

Levels	
1	Exceeded Standards
2	Met Standards
3	At Basic Level
4	Apprentice
	Listening Levels
M	Met/Exceeded Standards
D	Did Not Meet Standards

B - Operational Test		Mathematics			Science			Social Studies			Reading			Writing			ELA			Listening	
		SS	n	%M	SS	n	%M	SS	n	%M	SS	n	%M	SS	n	%M	SS	n	%M	SS	n
	M	537	64,008	53	545	64,102	66	507	63,986	34											
	F	535	62,451	51	542	62,588	64	507	62,456	31											
	No Record	538	486	56	551	484	74	510	484	30											
	Amer. Indian or Alaskan Natv.	527	1,308	44	539	1,306	62	500	1,309	25											
	Asian or Pacific Islander	569	2,815	71	557	2,810	76	525	2,807	48											
	Black, Not Of Hispanic Origin	501	24,050	21	516	24,210	32	480	24,137	11											
	Hispanic	515	3,961	33	527	3,973	47	490	3,954	18											
	White, Not Of Hispanic Origin	545	93,657	60	551	93,694	74	515	93,525	38											
	Multiracial	527	288	44	539	292	60	505	291	30											
	Other	531	706	47	532	708	54	498	705	25											
	Unspecified	501	160	26	514	181	33	479	198	13											
Disadvantaged	Yes	510	32,022	30	524	32,202	43	485	32,155	15											
	No	545	94,923	59	550	94,972	72	515	94,771	38											
ation	Yes	489	12,949	15	510	13,011	29	468	12,980	8											
	No	541	113,996	56	548	114,163	69	512	113,946	35											
ommodations	Yes	488	6,457	14	511	6,707	28	467	6,652	7											
	No	538	120,488	54	546	120,467	67	510	120,274	34											
l Accommodations	Yes	476	170	6	502	176	21	456	177	1											
	No	536	126,945	52	544	127,174	65	507	126,926	32											
sh Proficient	Yes	512	2,378	31	519	2,394	37	483	2,381	13											
	No	536	124,567	53	544	124,780	65	508	124,545	33											
	Yes	553	716	62	544	723	65	513	715	37											
	No	536	126,229	52	544	126,451	65	507	126,211	32											
	Yes	499	220	22	512	222	27	470	222	5											
	No	536	126,725	52	544	126,952	65	507	126,704	32											
	Yes																				
	No																				
	Yes																				
	No																				
ary - Grade 08		536	126,945	52%	544	127,174	65%	507	126,926	32%											

chigan State Summary
emographic Analysis
l Subjects
nter 2003

Report Codes	
SS	Scale Score
n	Number of students
%M	Percent Met or Exceeded Michigan Standards (Level 1, 2, or M)
<10	No scores provided if <10 students

Levels	
1	Exceeded Standards
2	Met Standards
3	At Basic Level
4	Apprentice
	Listening Levels
M	Met/Exceeded Standards
D	Did Not Meet Standards

Michigan State Summary

			Mathematics			Science			Social Studies			Reading			Writing			ELA			Listening		
		Form	SS	n	%M	SS	n	%M	SS	n	%M	SS	n	%M	SS	n	%M	SS	n	%M	SS	n	%
e	04	A	521	699	43							494	722	19	493	685	16	493	670	10			
e	04	B	543	123,572	65							548	122,429	75	521	122,455	47	534	121,262	60	539	85,455	7
e	04	C	500	23	9							549	59	73	523	34	68	550	1	100	543	21	9
e	04	All		124,294	65								123,210	75		123,174	47		121,933	59		85,476	7
e	05	B				549	126,426	77	507	126,394	28												
e	05	C				522	125	45	467	89	11												
e	05	All					126,551	77		126,483	28												
e	07	A										484	622	16	498	545	9	492	535	9			
e	07	B										543	132,751	61	528	133,721	57	535	131,711	58	545	91,747	7
e	07	C										562	162	71	513	51	18	518	49	33	555	20	9
e	07	All											133,535	61		134,317	56		132,295	58		91,767	7
e	08	A	483	516	15																		
e	08	B	536	126,945	52	544	127,174	65	507	126,926	32												
e	08	C	496	195	18	495	2	0	530	80	45												
e	08	All		127,656	52		127,176	65		127,006	32												

Attachment A3.1

MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

All Students

Grade 08
Fall 2008

meap™ Michigan Educational Assessment Program

State	READING							WRITING							TOTAL ELA						
	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	119665	820	8□	17□	44□	32□	76□	119485	811	7□	19□	73□	1□	74□	119121	817	6□	18□	58□	19□	77□
Gender																					
Male	61132	818	10□	18□	43□	30□	73□	61029	807	10□	22□	67□	0□	68□	60822	815	7□	20□	56□	17□	73□
Female	58533	822	6□	16□	45□	33□	79□	58456	814	4□	15□	80□	2□	81□	58299	820	4□	16□	60□	21□	81□
Ethnicity																					
American Indian/Alaskan Native	1109	815	9□	18□	48□	24□	73□	1108	807	10□	22□	68□	0□	68□	1101	812	7□	20□	63□	11□	73□
Asian/Pacific Islander	2934	833	4□	10□	36□	50□	86□	2933	820	3□	10□	83□	4□	87□	2926	829	2□	10□	51□	37□	88□
Black, Not of Hispanic Origin	22781	805	15□	28□	43□	13□	57□	22722	802	13□	30□	56□	0□	57□	22535	804	11□	31□	52□	6□	58□
Hispanic	5444	810	12□	23□	48□	18□	65□	5419	806	11□	24□	65□	0□	65□	5396	809	9□	24□	57□	9□	67□
White, Not of Hispanic Origin	86283	824	6□	14□	44□	37□	81□	86191	813	6□	15□	78□	1□	79□	86062	821	4□	14□	59□	23□	82□
Multiracial	1089	820	7□	18□	44□	31□	75□	1087	811	8□	18□	73□	1□	74□	1082	817	5□	19□	57□	18□	76□
Additional Reporting Groups																					
Economically Disadvantaged: Yes	46849	809	13□	24□	45□	18□	63□	46730	804	12□	26□	61□	0□	62□	46482	808	9□	26□	55□	9□	64□
No	72816	827	4□	12□	43□	41□	84□	72755	815	4□	13□	81□	1□	82□	72639	823	3□	12□	59□	26□	85□
English Language Learners: Yes	3465	799	19□	34□	40□	7□	46□	3457	800	15□	33□	52□	0□	52□	3437	799	14□	37□	46□	3□	48□
No	116200	821	7□	16□	44□	32□	76□	116028	811	7□	18□	74□	1□	75□	115684	818	5□	17□	58□	20□	78□
Formally Limited English	418	818	7□	16□	53□	24□	78□	415	811	5□	16□	78□	0□	79□	413	816	4□	15□	67□	14□	80□
Migrant	201	803	19□	26□	42□	12□	54□	189	801	17□	29□	54□	0□	54□	187	802	18□	26□	51□	5□	56□
Homeless	378	805	16□	28□	42□	15□	56□	374	800	19□	28□	53□	0□	53□	371	803	13□	31□	50□	5□	56□
Accommodations																					
Standard -- All	4157	792	32□	34□	27□	7□	33□	4223	793	27□	42□	31□	0□	31□	4620	793	25□	42□	31□	2□	33□
Nonstandard -- All **	< 10							< 10							< 10						
Standard -- ELL Only	194	789	37□	38□	22□	4□	26□	210	792	27□	44□	30□	0□	30□	233	790	29□	45□	25□	1□	26□
Nonstandard -- ELL Only **																					

* □alue may not e□ual the exact sum of level 1 □ level 2 due to rounding.
** Results for these students are invalid and not reported.

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

MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

All Students

Grade 08
Fall 2008

meap™ Michigan Educational Assessment Program

State		MATHEMATICS No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 □ 2 *	SCIENCE No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 □ 2 *
Total All Students		120049	819	7□	18□	32□	43□	75□	119827	820	6□	17□	42□	35□	76□
Gender															
Male		61383	821	7□	18□	30□	45□	75□	61266	822	7□	17□	38□	38□	75□
Female		58666	818	7□	19□	34□	41□	74□	58561	819	5□	18□	46□	32□	77□
Ethnicity															
American Indian/Alaskan Native		1112	813	7□	21□	40□	32□	72□	1114	816	6□	19□	49□	25□	74□
Asian/Pacific Islander		2990	846	2□	8□	18□	71□	89□	2976	834	3□	10□	34□	54□	87□
Black, Not of Hispanic Origin		22866	802	15□	33□	35□	17□	52□	22723	802	16□	34□	40□	10□	51□
Hispanic		5504	809	10□	26□	38□	27□	64□	5450	810	10□	26□	46□	18□	64□
White, Not of Hispanic Origin		86454	824	5□	14□	31□	50□	81□	86443	826	4□	13□	42□	42□	84□
Multiracial		1095	817	7□	22□	32□	38□	70□	1096	818	7□	19□	44□	30□	74□
Additional Reporting Groups															
Economically Disadvantaged:	Yes	47099	808	11□	27□	37□	25□	62□	46926	809	11□	27□	44□	18□	62□
	No	72950	827	4□	13□	29□	54□	83□	72901	828	3□	11□	40□	45□	86□
English Language Learners:	Yes	3658	805	13□	30□	37□	20□	57□	3624	800	16□	36□	41□	7□	48□
	No	116391	820	7□	18□	32□	43□	75□	116203	821	6□	17□	42□	36□	77□
Formally Limited English		420	819	7□	19□	32□	42□	74□	414	816	5□	17□	55□	23□	78□
Migrant		214	807	10□	26□	42□	22□	64□	184	803	14□	30□	48□	8□	55□
Homeless		382	802	14□	36□	32□	18□	51□	376	804	14□	33□	40□	13□	53□
Accommodations															
Standard -- All		7348	795	24□	40□	28□	9□	36□	7221	797	21□	38□	34□	7□	41□
Nonstandard -- All **		< 10							< 10						
Standard -- ELL Only		553	804	17□	30□	34□	19□	53□	522	794	25□	39□	32□	4□	35□
Nonstandard -- ELL Only **															

* □alue may not e□ual the exact sum of level 1 □ level 2 due to rounding.
** Results for these students are invalid and not reported.

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

Attachment A3.1

MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

All Students

Grade 07
Fall 2008

meap™ Michigan Educational Assessment Program

State	READING							WRITING							TOTAL ELA						
	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	117519	724	9□	11□	48□	31□	80□	117425	710	3□	19□	78□	0□	78□	117024	719	5□	15□	67□	13□	80□
Gender																					
Male	59725	722	11□	12□	47□	30□	77□	59658	707	4□	24□	72□	0□	72□	59404	717	6□	18□	64□	12□	76□
Female	57794	726	7□	10□	50□	33□	83□	57767	713	1□	14□	84□	0□	84□	57620	722	3□	13□	69□	15□	84□
Ethnicity																					
American Indian/Alaskan Native	1094	718	11□	12□	54□	23□	77□	1098	708	4□	22□	74□	0□	74□	1092	715	7□	16□	70□	8□	77□
Asian/Pacific Islander	2923	738	3□	7□	40□	50□	90□	2922	719	2□	9□	89□	0□	89□	2920	731	2□	8□	62□	28□	91□
Black, Not of Hispanic Origin	22547	708	18□	20□	48□	13□	62□	22503	703	6□	32□	62□	0□	62□	22299	707	10□	28□	58□	4□	62□
Hispanic	5329	714	13□	17□	51□	19□	70□	5319	706	3□	27□	70□	0□	70□	5288	711	7□	22□	65□	6□	71□
White, Not of Hispanic Origin	84384	728	6□	9□	48□	36□	85□	84340	712	2□	16□	82□	0□	82□	84198	723	3□	12□	69□	16□	85□
Multiracial	1209	722	10□	12□	49□	29□	78□	1209	709	4□	20□	77□	0□	77□	1206	718	6□	14□	67□	13□	80□
Additional Reporting Groups																					
Economically Disadvantaged: Yes	47664	713	15□	17□	51□	18□	68□	47581	705	5□	28□	67□	0□	67□	47306	710	8□	23□	63□	5□	69□
No	69855	731	5□	8□	47□	40□	87□	69844	714	2□	13□	85□	0□	85□	69718	726	2□	10□	69□	19□	88□
English Language Learners: Yes	3256	702	23□	25□	45□	8□	52□	3248	700	6□	38□	55□	0□	55□	3232	702	12□	34□	52□	2□	54□
No	114263	725	9□	11□	48□	32□	80□	114177	711	3□	19□	79□	0□	79□	113792	720	4□	15□	67□	14□	81□
Formally Limited English	477	724	6□	9□	58□	27□	85□	476	712	3□	14□	84□	0□	84□	475	720	3□	9□	77□	11□	87□
Migrant	217	708	20□	14□	53□	13□	66□	205	702	6□	33□	61□	0□	61□	204	706	13□	24□	61□	2□	63□
Homeless	376	711	17□	18□	48□	16□	64□	375	704	4□	31□	65□	0□	65□	370	709	9□	24□	62□	6□	68□
Accommodations																					
Standard -- All	4292	697	33□	25□	35□	7□	42□	4405	693	14□	51□	36□	0□	36□	4766	696	21□	40□	37□	2□	39□
Nonstandard -- All **	< 10														< 10						
Standard -- ELL Only	204	689	37□	35□	25□	2□	28□	183	688	21□	54□	25□	0□	25□	223	689	25□	48□	27□	0□	27□
Nonstandard -- ELL Only **																					

* □alue may not e□ual the exact sum of level 1 □ level 2 due to rounding.
** Results for these students are invalid and not reported.

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

Fall 2008 Run Date: 03/20/2009 P0□□H□005

MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

All Students

Grade 07
Fall 2008

meap Michigan Educational Assessment Program

State		MATHEMATICS No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 □ 2 *
Total All Students		117869	724	2□	15□	30□	53□	83□
Gender								
Male		59963	723	3□	16□	28□	53□	81□
Female		57906	724	2□	14□	31□	54□	84□
Ethnicity								
American Indian/Alaskan Native		1101	718	2□	19□	37□	42□	79□
Asian/Pacific Islander		2990	746	1□	5□	16□	78□	94□
Black, Not of Hispanic Origin		22616	708	5□	32□	38□	25□	63□
Hispanic		5392	715	3□	22□	38□	37□	75□
White, Not of Hispanic Origin		84529	728	1□	11□	27□	61□	88□
Multiracial		1212	721	2□	18□	32□	48□	80□
Additional Reporting Groups								
Economically Disadvantaged:	Yes	47887	713	4□	24□	37□	35□	72□
	No	69982	731	1□	9□	25□	65□	90□
English Language Learners:	Yes	3436	709	5□	29□	39□	27□	66□
	No	114433	724	2□	15□	29□	54□	83□
Formally Limited English		482	726	1□	13□	29□	57□	86□
Migrant		224	712	5□	23□	40□	33□	72□
Homeless		382	710	4□	27□	36□	32□	69□
Accommodations								
Standard -- All		7396	699	10□	47□	30□	13□	43□
Nonstandard -- All **		< 10						
Standard -- ELL Only		477	707	9□	34□	34□	23□	57□
Nonstandard -- ELL Only **								

* □alue may not e□ual the exact sum of level 1 □ level 2 due to rounding.
** Results for these students are invalid and not reported.

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

Attachment A3.1

MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

All Students

Grade 06
Fall 2008

meap™ Michigan Educational Assessment Program

State	READING							WRITING							TOTAL ELA						
	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	115728	625	6□	14□	45□	35□	81□	115651	610	3□	21□	76□	0□	76□	115333	620	2□	19□	61□	18□	80□
Gender																					
Male	58820	624	7□	15□	44□	34□	78□	58778	608	4□	25□	71□	0□	71□	58596	619	2□	21□	60□	17□	77□
Female	56908	627	5□	12□	47□	36□	83□	56873	612	2□	18□	80□	0□	80□	56737	622	1□	16□	63□	19□	82□
Ethnicity																					
American Indian/Alaskan Native	1079	621	6□	16□	51□	27□	78□	1076	607	3□	25□	72□	0□	72□	1074	616	2□	21□	64□	13□	77□
Asian/Pacific Islander	3148	637	3□	8□	38□	51□	89□	3146	617	2□	11□	87□	0□	87□	3145	630	1□	10□	57□	32□	89□
Black, Not of Hispanic Origin	22483	610	12□	25□	47□	17□	63□	22476	603	6□	36□	58□	0□	58□	22307	608	3□	35□	54□	7□	61□
Hispanic	5448	614	9□	22□	49□	20□	69□	5423	605	4□	32□	64□	0□	64□	5406	611	2□	30□	59□	9□	68□
White, Not of Hispanic Origin	82231	630	4□	10□	45□	41□	86□	82194	612	2□	17□	81□	0□	81□	82070	624	1□	14□	63□	22□	85□
Multiracial	1305	624	7□	14□	46□	34□	80□	1304	609	3□	23□	74□	0□	74□	1302	619	2□	20□	61□	17□	78□
Additional Reporting Groups																					
Economically Disadvantaged: Yes	48528	614	10□	21□	49□	20□	69□	48473	604	5□	31□	64□	0□	64□	48247	611	3□	30□	59□	8□	68□
No	67200	633	3□	8□	43□	46□	89□	67178	614	2□	14□	84□	0□	84□	67086	627	1□	11□	63□	25□	88□
English Language Learners: Yes	3383	601	16□	33□	44□	7□	51□	3367	599	8□	43□	49□	0□	49□	3354	601	5□	46□	47□	2□	50□
No	112345	626	6□	13□	45□	36□	81□	112284	610	3□	21□	76□	0□	76□	111979	621	2□	18□	62□	19□	80□
Formally Limited English	758	620	5□	15□	55□	25□	80□	755	610	2□	20□	77□	0□	78□	755	617	2□	18□	69□	11□	80□
Migrant	207	608	13□	25□	47□	14□	62□	192	603	6□	34□	60□	0□	60□	191	606	4□	39□	53□	5□	58□
Homeless	439	609	13□	24□	48□	16□	64□	438	601	7□	37□	56□	0□	56□	434	606	4□	37□	54□	5□	59□
Accommodations																					
Standard -- All	4819	596	25□	34□	35□	6□	41□	4888	593	15□	53□	32□	0□	32□	5279	595	9□	55□	34□	2□	36□
Nonstandard -- All **	11							13							13						
Standard -- ELL Only	159	592	23□	40□	37□	0□	37□	165	593	18□	47□	35□	0□	35□	197	593	10□	57□	33□	0□	33□
Nonstandard -- ELL Only **																					

* □alue may not e□ual the exact sum of level 1 □ level 2 due to rounding.
** Results for these students are invalid and not reported.

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

MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

All Students

Grade 06
Fall 2008

meap™ Michigan Educational Assessment Program

State		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 *
Total All Students		116266	624	3□	17□	29□	51□	80□	116272	615	13□	13□	30□	44□	74□
Gender															
Male		59186	625	4□	18□	28□	51□	79□	59206	616	14□	12□	28□	46□	74□
Female		57080	623	3□	16□	31□	50□	81□	57066	614	12□	14□	32□	42□	73□
Ethnicity															
American Indian/Alaskan Native		1086	618	4□	20□	35□	42□	77□	1088	612	15□	15□	34□	37□	71□
Asian/Pacific Islander		3204	650	1□	6□	16□	77□	93□	3198	624	8□	8□	24□	60□	84□
Black, Not of Hispanic Origin		22567	609	7□	32□	36□	25□	61□	22522	600	28□	23□	30□	18□	48□
Hispanic		5507	614	4□	25□	36□	35□	71□	5479	605	21□	20□	35□	24□	59□
White, Not of Hispanic Origin		82552	628	2□	13□	27□	58□	85□	82615	619	9□	10□	29□	52□	81□
Multiracial		1309	623	3□	18□	31□	49□	79□	1310	613	15□	15□	30□	40□	71□
Additional Reporting Groups															
Economically Disadvantaged:	Yes	48902	613	5□	26□	35□	34□	69□	48877	605	22□	19□	33□	26□	59□
	No	67364	632	2□	11□	25□	63□	88□	67395	622	7□	9□	27□	57□	84□
English Language Learners:	Yes	3567	610	7□	31□	35□	27□	62□	3538	595	35□	24□	30□	11□	41□
	No	112699	624	3□	17□	29□	51□	80□	112734	615	12□	13□	30□	45□	75□
Formally Limited English		763	627	2□	13□	30□	55□	85□	758	611	13□	15□	36□	36□	72□
Migrant		211	613	5□	23□	36□	36□	73□	189	598	27□	25□	33□	15□	48□
Homeless		442	609	8□	30□	36□	26□	62□	440	600	28□	21□	34□	17□	51□
Accommodations															
Standard -- All		8165	599	14□	45□	28□	13□	41□	7985	593	42□	23□	24□	10□	35□
Nonstandard -- All **		< 10							< 10						
Standard -- ELL Only		466	611	9□	32□	32□	28□	59□	462	589	49□	22□	21□	8□	29□
Nonstandard -- ELL Only **															

* □alue may not e□ual the exact sum of level 1 □ level 2 due to rounding.
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< 10 = No summary scores provided if less than 10 students.

MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

All Students

Grade 05
Fall 2008

meap™ Michigan Educational Assessment Program

State	READING							WRITING							TOTAL ELA						
	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	114426	528	5□	13□	45□	36□	82□	114444	504	1□	35□	63□	0□	63□	114105	520	3□	19□	60□	18□	78□
Gender																					
Male	58439	526	6□	14□	45□	35□	80□	58439	502	2□	40□	58□	0□	58□	58242	518	3□	21□	59□	17□	76□
Female	55987	529	4□	12□	46□	38□	83□	56005	506	1□	30□	69□	0□	69□	55863	521	2□	17□	62□	19□	81□
Ethnicity																					
American Indian/Alaskan Native	1060	524	5□	14□	50□	31□	81□	1060	501	2□	40□	58□	0□	58□	1057	517	3□	20□	65□	12□	77□
Asian/Pacific Islander	3169	541	2□	7□	38□	53□	91□	3169	512	1□	20□	79□	0□	79□	3165	531	1□	10□	55□	34□	89□
Black, Not of Hispanic Origin	22343	511	11□	26□	48□	16□	64□	22342	496	3□	54□	43□	0□	43□	22220	506	6□	36□	52□	6□	58□
Hispanic	5729	515	9□	20□	52□	20□	71□	5753	499	2□	49□	49□	0□	49□	5696	510	5□	29□	59□	7□	66□
White, Not of Hispanic Origin	80729	533	3□	10□	44□	43□	87□	80728	506	1□	30□	69□	0□	69□	80584	524	2□	14□	63□	21□	84□
Multiracial	1359	527	5□	12□	47□	36□	83□	1361	504	1□	35□	64□	0□	64□	1355	519	2□	18□	61□	18□	79□
Additional Reporting Groups																					
Economically Disadvantaged: Yes	49095	515	9□	21□	50□	21□	70□	49116	498	2□	49□	49□	0□	49□	48889	510	5□	30□	58□	8□	66□
No	65331	537	2□	8□	41□	48□	90□	65328	508	1□	25□	74□	0□	74□	65216	527	1□	11□	62□	25□	88□
English Language Learners: Yes	3873	504	14□	30□	49□	8□	56□	3905	494	3□	62□	35□	0□	35□	3854	501	8□	43□	47□	3□	50□
No	110553	528	5□	13□	45□	37□	82□	110539	504	1□	34□	64□	0□	64□	110251	520	2□	18□	61□	18□	79□
Formally Limited English	1062	525	3□	11□	58□	28□	86□	1059	505	0□	33□	67□	0□	67□	1057	518	2□	14□	74□	11□	85□
Migrant	229	506	10□	31□	50□	9□	59□	220	492	7□	61□	31□	0□	31□	216	501	7□	38□	52□	2□	54□
Homeless	416	510	13□	25□	47□	16□	63□	407	495	4□	55□	41□	0□	41□	405	505	8□	36□	53□	4□	57□
Accommodations																					
Standard -- All	4891	498	22□	37□	35□	6□	41□	4967	486	7□	76□	17□	0□	17□	5327	494	14□	53□	31□	2□	33□
Nonstandard -- All **	12							< 10							13						
Standard -- ELL Only	289	497	20□	38□	41□	1□	42□	285	489	5□	72□	22□	0□	22□	320	494	11□	55□	33□	1□	34□
Nonstandard -- ELL Only **																					

* □alue may not e□ual the exact sum of level 1 □ level 2 due to rounding.
** Results for these students are invalid and not reported.

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

Fall 2008 Run Date: 03/20/2009 P0□□H□003

MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

All Students

Grade 05
Fall 2008

meap™ Michigan Educational Assessment Program

State		MATHEMATICS No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 □ 2 *	SCIENCE No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 □ 2 *
Total All Students		115037	524	4□	19□	32□	45□	77□	115093	528	4□	13□	40□	43□	83□
Gender															
Male		58865	526	4□	18□	31□	47□	78□	58891	529	5□	12□	37□	46□	83□
Female		56172	523	4□	20□	33□	43□	76□	56202	527	4□	13□	43□	40□	83□
Ethnicity															
American Indian/Alaskan Native		1064	518	4□	23□	37□	36□	72□	1063	525	3□	13□	46□	38□	84□
Asian/Pacific Islander		3269	553	1□	7□	19□	73□	92□	3262	541	2□	7□	31□	60□	91□
Black, Not of Hispanic Origin		22408	506	10□	35□	33□	22□	55□	22403	509	11□	27□	46□	16□	62□
Hispanic		5824	513	6□	28□	37□	30□	66□	5791	516	7□	20□	48□	25□	73□
White, Not of Hispanic Origin		81073	529	2□	15□	32□	51□	83□	81170	534	2□	8□	38□	51□	89□
Multiracial		1363	524	4□	20□	33□	44□	77□	1367	527	3□	12□	46□	38□	84□
Additional Reporting Groups															
Economically Disadvantaged:	Yes	49481	512	7□	28□	36□	29□	64□	49486	516	7□	20□	46□	26□	72□
	No	65556	534	2□	12□	29□	57□	86□	65607	537	2□	7□	35□	56□	91□
English Language Learners:	Yes	4128	511	8□	31□	35□	26□	61□	4108	506	12□	29□	45□	14□	59□
	No	110909	525	4□	19□	32□	46□	77□	110985	529	4□	12□	40□	44□	84□
Formally Limited English		1064	530	3□	14□	32□	51□	83□	1048	526	3□	12□	48□	38□	85□
Migrant		231	510	7□	29□	39□	24□	63□	207	509	12□	26□	48□	15□	63□
Homeless		417	507	10□	35□	35□	21□	56□	413	511	11□	26□	42□	21□	63□
Accommodations															
Standard -- All		8256	497	16□	44□	27□	12□	39□	7960	507	12□	29□	45□	15□	60□
Nonstandard -- All **		< 10							< 10						
Standard -- ELL Only		674	509	13□	32□	29□	26□	56□	679	504	15□	30□	41□	14□	55□
Nonstandard -- ELL Only **									< 10						

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Attachment A3.1

MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

All Students

Grade 04
Fall 2008

meap™ Michigan Educational Assessment Program

State	READING							WRITING							TOTAL ELA						
	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	113561	428	3□	15□	51□	32□	83□	113569	396	0□	56□	44□	0□	44□	113235	417	2□	22□	66□	11□	77□
Gender																					
Male	57562	427	3□	16□	50□	31□	81□	57586	394	0□	61□	39□	0□	39□	57386	416	2□	24□	64□	10□	74□
Female	55999	429	2□	13□	52□	33□	85□	55983	398	0□	50□	50□	0□	50□	55849	419	1□	19□	67□	12□	79□
Ethnicity																					
American Indian/Alaskan Native	1031	423	3□	15□	59□	23□	82□	1030	393	0□	64□	36□	0□	36□	1030	413	2□	25□	67□	7□	73□
Asian/Pacific Islander	3093	439	1□	7□	46□	46□	92□	3094	402	0□	37□	63□	0□	63□	3087	427	1□	11□	68□	20□	88□
Black, Not of Hispanic Origin	22240	411	6□	28□	53□	12□	66□	22271	389	0□	74□	26□	0□	26□	22088	403	4□	41□	53□	3□	56□
Hispanic	5879	416	5□	23□	57□	16□	73□	5861	391	0□	69□	31□	0□	31□	5844	408	3□	34□	59□	4□	64□
White, Not of Hispanic Origin	79840	433	2□	10□	50□	38□	88□	79838	398	0□	50□	50□	0□	50□	79721	421	1□	16□	70□	13□	83□
Multiracial	1450	427	2□	14□	54□	30□	83□	1450	396	0□	58□	42□	0□	42□	1444	417	2□	21□	68□	9□	77□
Additional Reporting Groups																					
Economically Disadvantaged: Yes	49950	417	5□	23□	55□	18□	73□	49946	391	0□	69□	30□	0□	30□	49713	408	3□	33□	60□	4□	64□
No	63611	437	1□	8□	48□	43□	91□	63623	400	0□	45□	55□	0□	55□	63522	424	1□	13□	70□	16□	86□
English Language Learners: Yes	4528	406	6□	33□	55□	7□	61□	4521	388	0□	78□	21□	0□	21□	4504	400	4□	46□	49□	1□	50□
No	109033	429	3□	14□	51□	33□	84□	109048	396	0□	55□	45□	0□	45□	108731	418	2□	21□	66□	11□	78□
Formally Limited English	988	428	1□	10□	62□	27□	89□	989	399	0□	48□	52□	0□	52□	988	418	1□	16□	77□	6□	83□
Migrant	252	408	6□	31□	54□	9□	63□	243	387	0□	75□	24□	0□	24□	240	401	4□	45□	50□	1□	51□
Homeless	431	414	6□	25□	56□	14□	70□	429	389	0□	74□	25□	0□	25□	427	406	3□	37□	57□	3□	60□
Accommodations																					
Standard -- All	4501	397	12□	44□	39□	5□	44□	4642	379	1□	91□	8□	0□	8□	5003	391	9□	60□	31□	1□	31□
Nonstandard -- All **	13							10							17						
Standard -- ELL Only	269	398	13□	38□	46□	3□	49□	274	383	0□	86□	14□	0□	14□	305	393	8□	55□	37□	0□	37□
Nonstandard -- ELL Only **																					

* □alue may not e□ual the exact sum of level 1 □ level 2 due to rounding.
** Results for these students are invalid and not reported.

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MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

All Students

Grade 04
Fall 2008

meap Michigan Educational Assessment Program

State		MATHEMATICS No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 □ 2 *
Total All Students		114239	429	1□	11□	44□	44□	88□
Gender								
Male		58028	430	1□	11□	42□	46□	88□
Female		56211	428	1□	11□	46□	42□	88□
Ethnicity								
American Indian/Alaskan Native		1037	424	0□	13□	51□	35□	87□
Asian/Pacific Islander		3180	447	0□	4□	26□	69□	95□
Black, Not of Hispanic Origin		22363	415	3□	23□	52□	21□	74□
Hispanic		5941	420	2□	17□	53□	28□	81□
White, Not of Hispanic Origin		80232	433	1□	7□	41□	51□	92□
Multiracial		1456	427	1□	12□	46□	41□	87□
Additional Reporting Groups								
Economically Disadvantaged:	Yes	50401	420	2□	18□	52□	29□	80□
	No	63838	436	0□	6□	37□	56□	94□
English Language Learners:	Yes	4755	416	3□	22□	53□	23□	76□
	No	109484	429	1□	11□	43□	45□	88□
Formally Limited English		989	434	1□	5□	43□	51□	95□
Migrant		257	419	1□	17□	54□	28□	82□
Homeless		433	416	3□	18□	57□	22□	79□
Accommodations								
Standard -- All		7559	407	5□	36□	48□	12□	59□
Nonstandard -- All **		< 10						
Standard -- ELL Only		793	412	5□	27□	50□	18□	68□
Nonstandard -- ELL Only **		< 10						

* □alue may not e□ual the exact sum of level 1 □ level 2 due to rounding.
** Results for these students are invalid and not reported.

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Attachment A3.1

MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

All Students

Grade 03
Fall 2008

meap™ Michigan Educational Assessment Program

State	READING							WRITING							TOTAL ELA						
	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	114591	331	1□	13□	46□	41□	86□	114470	303	4□	35□	61□	0□	61□	114162	321	1□	16□	66□	17□	83□
Gender																					
Male	58011	329	1□	14□	47□	38□	85□	57940	301	5□	38□	56□	0□	56□	57772	320	1□	18□	66□	15□	81□
Female	56580	333	1□	11□	45□	44□	88□	56530	305	3□	31□	66□	0□	66□	56390	323	1□	14□	66□	19□	86□
Ethnicity																					
American Indian/Alaskan Native	985	327	1□	15□	50□	34□	85□	976	300	5□	40□	54□	0□	54□	971	318	1□	19□	69□	11□	80□
Asian/Pacific Islander	3413	341	0□	7□	36□	57□	93□	3406	310	1□	21□	77□	0□	77□	3403	331	0□	8□	61□	31□	92□
Black, Not of Hispanic Origin	22658	319	2□	23□	53□	22□	75□	22622	296	8□	49□	43□	0□	43□	22455	311	1□	29□	62□	7□	69□
Hispanic	6266	321	1□	20□	56□	24□	79□	6222	298	6□	46□	47□	0□	47□	6204	313	1□	25□	67□	7□	74□
White, Not of Hispanic Origin	79732	335	1□	9□	43□	47□	90□	79702	305	3□	30□	67□	0□	67□	79603	325	1□	12□	68□	20□	87□
Multiracial	1504	329	1□	14□	48□	38□	85□	1504	302	5□	35□	61□	0□	61□	1501	320	1□	17□	67□	15□	82□
Additional Reporting Groups																					
Economically Disadvantaged: Yes	50953	322	1□	19□	53□	27□	79□	50854	298	7□	45□	48□	0□	48□	50643	314	1□	25□	66□	8□	74□
No	63638	338	0□	7□	40□	52□	92□	63616	307	2□	26□	72□	0□	72□	63519	327	0□	9□	67□	24□	90□
English Language Learners: Yes	5413	317	2□	23□	58□	17□	75□	5387	296	7□	50□	43□	0□	43□	5377	310	2□	29□	64□	5□	69□
No	109178	331	1□	12□	45□	42□	87□	109083	303	4□	34□	62□	0□	62□	108785	322	1□	15□	66□	17□	84□
Formally Limited English	857	334	0□	9□	46□	45□	91□	840	307	2□	27□	71□	0□	71□	838	325	0□	11□	73□	17□	89□
Migrant	296	312	5□	23□	61□	11□	73□	282	293	12□	54□	35□	0□	35□	280	306	4□	31□	63□	1□	64□
Homeless	457	318	2□	22□	56□	19□	75□	455	296	6□	53□	41□	0□	41□	454	311	2□	27□	67□	5□	72□
Accommodations																					
Standard -- All	3790	305	4□	44□	44□	8□	52□	3749	286	21□	61□	18□	0□	18□	4132	299	4□	55□	39□	2□	41□
Nonstandard -- All **	< 10							14							17						
Standard -- ELL Only	418	309	3□	37□	52□	9□	61□	423	290	12□	61□	27□	0□	27□	459	302	3□	45□	49□	3□	51□
Nonstandard -- ELL Only **																					

* □alue may not e□ual the exact sum of level 1 □ level 2 due to rounding.
** Results for these students are invalid and not reported.

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

MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

All Students

Grade 03
Fall 2008

meap Michigan Educational Assessment Program

State		MATHEMATICS No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 □ 2 *
Total All Students		115323	331	0□	9□	35□	56□	91□
Gender								
Male		58475	333	0□	8□	33□	58□	92□
Female		56848	330	0□	9□	37□	54□	91□
Ethnicity								
American Indian/Alaskan Native		989	327	0□	8□	43□	50□	92□
Asian/Pacific Islander		3519	348	0□	4□	19□	77□	96□
Black, Not of Hispanic Origin		22779	317	0□	21□	48□	31□	79□
Hispanic		6331	322	0□	13□	47□	39□	87□
White, Not of Hispanic Origin		80152	335	0□	5□	31□	64□	95□
Multiracial		1511	331	0□	8□	37□	55□	92□
Additional Reporting Groups								
Economically Disadvantaged:	Yes	51406	322	0□	14□	45□	41□	86□
	No	63917	338	0□	4□	27□	69□	96□
English Language Learners:	Yes	5678	322	0□	15□	46□	39□	85□
	No	109645	332	0□	8□	34□	57□	92□
Formally Limited English		862	338	0□	5□	29□	66□	95□
Migrant		298	315	1□	19□	56□	24□	80□
Homeless		459	321	0□	14□	50□	36□	86□
Accommodations								
Standard -- All		6300	313	0□	27□	51□	23□	73□
Nonstandard -- All **		< 10						
Standard -- ELL Only		948	320	0□	21□	42□	36□	79□
Nonstandard -- ELL Only **								

* □alue may not e□ual the exact sum of level 1 □ level 2 due to rounding.
** Results for these students are invalid and not reported.

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MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

All Students

Grade 11
Spring 2007

mme™ Michigan Merit Examination

State	MME READING							MME WRITING							MME TOTAL ELA						
	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	113,956	1104	17%	24%	58%	2%	60%	111,479	1090	10%	50%	38%	2%	40%	111,000	1098	12%	37%	49%	2%	51%
Gender																					
Male	56,272	1101	20%	24%	54%	2%	56%	54,428	1085	14%	50%	34%	2%	36%	54,175	1094	16%	37%	45%	2%	47%
Female	57,684	1107	14%	23%	61%	2%	64%	57,051	1094	7%	49%	41%	3%	44%	56,825	1101	9%	36%	53%	2%	55%
Ethnicity																					
American Indian/Alaskan Native	979	1097	20%	31%	48%	1%	49%	947	1081	14%	57%	28%	1%	29%	944	1090	15%	45%	39%	0%	40%
Asian/Pacific Islander	2,732	1111	15%	19%	59%	7%	65%	2,682	1103	6%	38%	45%	10%	55%	2,673	1108	9%	30%	53%	8%	62%
Black, Not of Hispanic Origin	17,032	1085	34%	34%	32%	0%	32%	16,256	1071	21%	64%	15%	0%	15%	16,083	1079	26%	52%	22%	0%	22%
Hispanic	3,407	1091	28%	28%	43%	1%	44%	3,289	1075	19%	59%	21%	1%	21%	3,267	1084	22%	46%	32%	0%	32%
White, Not of Hispanic Origin	89,081	1108	13%	21%	63%	2%	66%	87,599	1093	8%	47%	43%	2%	45%	87,328	1101	9%	34%	55%	2%	57%
Multiracial	706	1103	16%	28%	54%	2%	56%	689	1087	11%	53%	34%	2%	36%	688	1096	12%	41%	46%	1%	47%
Additional Reporting Groups																					
Economically Disadvantaged: Yes	28,028	1090	29%	30%	40%	0%	40%	26,926	1074	20%	61%	19%	0%	19%	26,727	1083	23%	48%	29%	0%	29%
No	85,928	1109	13%	21%	63%	3%	66%	84,553	1095	7%	46%	44%	3%	47%	84,273	1103	9%	33%	56%	2%	58%
English Language Learners: Yes	1,908	1068	56%	29%	15%	0%	15%	1,742	1058	34%	59%	7%	0%	7%	1,732	1065	42%	48%	10%	0%	10%
No	112,048	1105	16%	23%	58%	2%	60%	109,737	1090	10%	50%	38%	2%	41%	109,268	1098	12%	37%	50%	2%	52%
Formerly Limited English Proficient	227	1086	37%	26%	37%	0%	38%	219	1073	19%	67%	13%	1%	15%	218	1081	22%	53%	24%	0%	25%
Migrant	101	1073	50%	29%	21%	0%	21%	98	1056	37%	59%	4%	0%	4%	98	1066	41%	50%	9%	0%	9%
Homeless	261	1081	34%	33%	33%	0%	33%	240	1065	28%	62%	10%	1%	11%	239	1074	32%	49%	18%	1%	19%
Accommodations																					
Standard - All	7,916	1070	57%	23%	20%	0%	20%	7,321	1051	44%	49%	7%	0%	7%	7,195	1062	52%	35%	12%	0%	12%
Nonstandard - All **	44							41							44						
Standard ELL Only	373	1044	84%	13%	3%	0%	3%	309	1033	62%	36%	1%	0%	1%	304	1041	76%	22%	2%	0%	2%
Nonstandard ELL Only **	<							<							<						

* Percent proficient may not equal the sum of level 1 & level 2 due to rounding.
** Results for these students are invalid and not reported.
< = No summary scores provided if <10 students

MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

All Students

Grade 11
Spring 2007

mme™ Michigan Merit Examination

State	MME MATHEMATICS							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 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total All Students	113,839	1093	38%	16%	37%	10%	46%	113,630	1098	28%	16%	50%	6%	56%	113,718	1124	7%	9%	42%	41%	83%
Gender																					
Male	56,194	1094	36%	15%	37%	12%	49%	56,098	1098	29%	14%	49%	7%	57%	55,666	1124	9%	9%	39%	43%	82%
Female	57,645	1093	39%	17%	37%	8%	44%	57,532	1098	27%	18%	51%	4%	55%	58,052	1123	6%	9%	45%	40%	85%
Ethnicity																					
American Indian/Alaskan Native	977	1088	46%	18%	31%	5%	36%	972	1091	33%	21%	44%	3%	47%	973	1117	9%	13%	48%	30%	78%
Asian/Pacific Islander	2,731	1109	23%	11%	36%	29%	66%	2,736	1110	19%	13%	51%	17%	67%	2,713	1130	5%	7%	36%	52%	88%
Black, Not of Hispanic Origin	16,986	1070	73%	14%	13%	1%	14%	16,852	1073	58%	20%	22%	0%	22%	17,230	1107	17%	20%	50%	13%	63%
Hispanic	3,398	1081	56%	17%	24%	3%	27%	3,396	1083	45%	20%	34%	2%	36%	3,365	1114	12%	15%	48%	25%	73%
White, Not of Hispanic Origin	89,023	1098	31%	16%	42%	11%	53%	88,950	1103	22%	15%	56%	6%	63%	88,715	1127	5%	7%	40%	47%	88%
Multiracial	705	1091	41%	17%	34%	7%	42%	705	1094	33%	15%	48%	4%	52%	703	1121	8%	11%	47%	34%	82%
Additional Reporting Groups																					
Economically Disadvantaged: Yes	27,975	1078	60%	16%	22%	2%	24%	27,824	1081	47%	19%	32%	1%	34%	27,899	1112	14%	16%	48%	21%	70%
No	85,864	1098	30%	16%	42%	12%	54%	85,806	1104	22%	15%	56%	7%	63%	85,819	1128	5%	7%	40%	48%	88%
English Language Learners: Yes	1,901	1066	75%	10%	13%	2%	15%	1,895	1063	69%	16%	15%	0%	15%	1,821	1100	27%	25%	42%	7%	49%
No	111,938	1094	37%	16%	37%	10%	47%	111,735	1099	27%	16%	51%	6%	57%	111,897	1124	7%	9%	42%	42%	84%
Formerly Limited English Proficient	227	1078	60%	17%	19%	4%	23%	227	1080	49%	23%	26%	1%	28%	225	1110	12%	21%	51%	16%	67%
Migrant	101	1070	74%	17%	9%	0%	9%	100	1068	73%	14%	13%	0%	13%	104	1101	22%	26%	46%	6%	52%
Homeless	261	1070	68%	14%	17%	1%	18%	254	1070	59%	17%	23%	0%	24%	251	1106	21%	17%	48%	14%	62%
Accommodations																					
Standard - All	7,870	1060	81%	9%	9%	1%	11%	7,956	1059	72%	12%	15%	1%	16%	7,581	1098	32%	25%	35%	9%	44%
Nonstandard - All **	42							46							44						
Standard ELL Only	367	1051	86%	6%	7%	1%	8%	374	1043	87%	9%	3%	0%	4%	342	1089	47%	29%	23%	1%	24%
Nonstandard ELL Only **	<							<							<						

* Percent proficient may not equal the sum of level 1 & level 2 due to rounding.
** Results for these students are invalid and not reported.
< = No summary scores provided if <10 students

Attachment A3.1

MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

All Students

Grade 11
Spring 2009

mme™ Michigan Merit Examination

State	MME READING							MME WRITING							MME TOTAL ELA						
	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	111,804	1106	16	24	57	3	60	112,677	1091	10	47	40	4	43	111,573	1099	12	36	49	3	52
Gender																					
Male	55,729	1102	20	25	53	2	56	56,130	1084	14	48	35	3	38	55,554	1094	16	37	45	2	47
Female	56,075	1109	13	23	61	3	64	56,547	1097	7	45	44	5	49	56,019	1103	9	34	54	4	57
Ethnicity																					
American Indian/Alaskan Native	1,005	1097	23	25	51	1	52	1,009	1080	14	57	28	2	29	1,002	1089	17	45	37	1	38
Asian/Pacific Islander	2,758	1115	14	19	58	9	67	2,759	1106	6	35	44	15	59	2,748	1111	9	27	52	12	64
Black, Not of Hispanic Origin	18,392	1087	34	33	33	0	33	18,862	1069	21	62	16	0	17	18,328	1079	26	50	23	0	24
Hispanic	3,721	1093	27	29	43	1	45	3,746	1076	16	58	24	1	26	3,707	1085	21	45	34	1	35
White, Not of Hispanic Origin	85,067	1110	12	22	63	3	66	85,408	1096	7	43	45	4	50	84,931	1103	9	32	55	3	59
Multiracial	837	1107	16	23	57	3	61	840	1091	10	46	40	4	44	834	1099	12	36	49	3	52
Additional Reporting Groups																					
Economically Disadvantaged: Yes	33,715	1092	27	30	42	1	42	34,140	1074	18	59	23	1	24	33,585	1084	22	46	31	1	32
No	78,089	1111	12	21	64	4	67	78,537	1098	7	41	47	5	52	77,988	1105	8	31	57	4	61
English Language Learners: Yes	2,174	1070	51	31	18	0	19	2,176	1059	29	62	9	0	9	2,152	1066	40	48	12	0	12
No	109,630	1106	16	24	58	3	61	110,501	1091	10	46	40	4	44	109,421	1099	12	35	50	3	53
Formerly Limited English Proficient	153	1098	21	31	48	1	48	153	1084	11	53	35	1	36	153	1091	15	42	42	1	42
Migrant	70	1088	30	27	43	0	43	71	1072	18	69	13	0	13	70	1080	24	49	27	0	27
Homeless	544	1089	31	30	38	1	39	552	1070	20	59	20	0	20	538	1080	25	46	30	0	30
Accommodations																					
Standard -- All	6,712	1076	45	28	26	1	27	6,415	1057	30	59	11	0	11	6,686	1067	40	43	16	0	17
Nonstandard -- All **	26														26						
Standard -- ELL Only	222	1053	69	22	9	0	9	151	1041	40	58	3	0	3	219	1047	64	31	5	0	5
Nonstandard -- ELL Only **																					

* □alue might not e□ual 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 less than 10 students.

MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

All Students

Grade 11
Spring 2009

mme™ Michigan Merit Examination

State		MME MATHEMATICS							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 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 □ 2 *
Total All Students		110,876	1094	36	15	37	12	49	111,346	1099	29	15	48	8	56	111,455	1127	8	11	39	42	81
Gender																						
Male		55,200	1095	35	14	37	15	52	55,431	1100	29	14	47	10	57	55,512	1130	8	10	35	48	82
Female		55,676	1093	37	16	37	10	47	55,915	1098	29	16	49	5	54	55,943	1123	8	12	44	37	80
Ethnicity																						
American Indian/Alaskan Native		994	1087	45	19	31	5	36	997	1092	36	20	42	3	45	998	1118	11	12	47	30	77
Asian/Pacific Islander		2,751	1115	18	10	36	36	72	2,759	1114	17	11	50	21	71	2,755	1138	5	8	30	57	87
Black, Not of Hispanic Origin		17,939	1069	69	14	15	1	16	18,167	1072	60	18	22	1	22	18,204	1105	20	22	44	13	58
Hispanic		3,682	1083	50	17	28	5	32	3,700	1086	44	18	36	3	39	3,724	1116	12	16	46	26	72
White, Not of Hispanic Origin		84,664	1100	28	15	42	14	56	84,873	1105	22	15	54	9	63	84,923	1131	5	8	38	49	87
Multiracial		828	1095	36	16	34	14	48	831	1099	29	17	47	7	54	832	1127	7	10	41	42	83
Additional Reporting Groups																						
Economically Disadvantaged:	Yes	33,204	1080	55	16	25	4	29	33,449	1083	47	18	33	2	35	33,511	1113	14	17	45	23	68
	No	77,672	1101	27	14	42	16	58	77,897	1106	21	14	54	10	64	77,944	1132	5	8	37	50	87
English Language Learners:	Yes	2,147	1071	65	14	17	3	20	2,169	1066	66	15	18	1	18	2,173	1102	24	24	42	10	52
	No	108,729	1095	35	15	37	13	50	109,177	1100	28	15	48	8	56	109,282	1127	8	11	39	43	82
Formerly Limited English Proficient		150	1094	37	19	33	11	44	149	1093	36	19	42	3	45	151	1121	8	10	50	32	82
Migrant		68	1081	54	13	31	1	32	69	1073	54	17	29	0	29	71	1109	14	23	46	17	63
Homeless		531	1075	60	14	24	2	26	537	1080	53	16	31	1	31	544	1110	17	18	44	21	65
Accommodations																						
Standard -- All		7,699	1059	78	9	11	2	12	7,670	1064	69	14	16	1	17	7,220	1104	20	28	38	14	52
Nonstandard -- All **		26							19							26						
Standard -- ELL Only		260	1046	86	7	6	1	7	262	1049	83	11	6	0	6	251	1096	25	35	35	4	39
Nonstandard -- ELL Only **		< 10														< 10						

* □alue might not e□ual 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 less than 10 students.

MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT
ELPA
Grade K
Spring 2006

Public

MICHIGAN
ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

		NUMBER OF STUDENTS ASSESSED	MEAN SCALE SCORE						PERCENT OF STUDENTS AT EACH PROFICIENCY LEVEL			
			Listening	Reading	Writing	Speaking	Comprehension	Overall	BASIC	LOW INTERMEDIATE	HIGH INTERMEDIATE	PROFICIENT
***Cut Score**			57	51	48	59	55	531				
Total All Students		8295	54.3	49.4	44.3	53.9	52.7	514.9	15	36	24	25
Gender		8294	54.3	49.4	44.3	53.9	52.7	514.9	15	36	24	25
Male		4312	54.1	49.2	43.7	53.6	52.5	512.8	17	39	24	21
Female		3982	54.5	49.6	44.9	54.3	52.8	517.2	13	34	25	29
Ethnicity												
American Indian/Alaskan Native		38	53.7	50.7	46.6	54.6	52.6	520.6	14	32	16	38
Asian/Pacific Islander		1351	54.8	50.5	46.2	53.8	53.2	520.7	14	27	23	36
Black, not of Hispanic origin		252	53.8	48.8	43.5	53.9	52.1	512.0	20	38	20	22
Hispanic		3695	54.1	49.1	43.7	53.5	52.5	512.2	16	39	24	20
White, not of Hispanic origin		2777	54.3	49.1	44.0	54.3	52.6	515.2	13	38	25	24
Multiracial		72	54.8	49.5	44.1	54.7	52.8	517.8	11	35	27	27
Economically Disadvantaged	Yes	4456	54.2	49.3	44.0	53.7	52.7	513.8	15	38	24	23
	No	3839	54.4	49.4	44.5	54.1	52.7	516.2	15	34	24	27
Students with Disabilities	Yes	251	53.6	48.2	42.6	52.3	52.0	506.2	25	41	21	13
	No	8044	54.3	49.4	44.3	54.0	52.7	515.2	15	36	24	25
Standard Accommodations		22	51.8	48.0	43.9	51.5	51.1	505.7	30	35	15	20
Nonstandard Accommodations		0										
English Language Learners	Yes	7729	54.3	49.4	44.3	53.9	52.7	514.8	15	37	24	25
	No	566	54.3	49.3	44.2	54.8	52.7	516.5	14	33	26	28
Standard Accommodations		513	53.3	50.3	46.6	54.7	52.1	516.3	17	30	24	28
Nonstandard Accommodations		28										
Standard Accommodations - All		552	53.4	50.2	46.5	54.6	52.2	516.4	17	30	25	28
Nonstandard Accommodations - All		28										
FLEP		134	55.2	50.0	45.6	55.3	53.6	522.2	4	31	30	34
Less than Full Academic Year		963	54.6	49.7	44.5	53.5	53.0	515.7	16	34	22	27
Homeless		19	53.8	47.6	40.1	52.9	51.7	503.8	17	61	6	17

* = Minimum expected score for a proficient student.
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MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT
ELPA
Grade 01
Spring 2006

Public

MICHIGAN
ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

		NUMBER OF STUDENTS ASSESSED	MEAN SCALE SCORE						PERCENT OF STUDENTS AT EACH PROFICIENCY LEVEL			
			Listening	Reading	Writing	Speaking	Comprehension	Overall	BASIC	LOW INTERMEDIATE	HIGH INTERMEDIATE	PROFICIENT
***Cut Score**			**60**	**58**	**57**	**63**	**59**	**575**				
Total All Students		7591	**57.4**	**55.2**	**53.2**	**57.7**	**56.3**	**555.0**	**8**	**18**	**50**	**24**
Gender		7591	**57.4**	**55.2**	**53.2**	**57.7**	**56.3**	**555.0**	**8**	**18**	**50**	**24**
Male		3992	**57.4**	**54.9**	**52.5**	**57.6**	**56.2**	**552.7**	**9**	**21**	**50**	**21**
Female		3599	**57.4**	**55.6**	**54.0**	**57.8**	**56.5**	**557.5**	**8**	**15**	**50**	**27**
Ethnicity												
American Indian/Alaskan Native		22	**56.9**	**53.3**	**50.6**	**56.2**	**55.3**	**542.3**	**14**	**32**	**36**	**18**
Asian/Pacific Islander		1170	**58.7**	**57.3**	**55.0**	**57.8**	**57.7**	**564.8**	**6**	**12**	**45**	**37**
Black, not of Hispanic origin		227	**57.0**	**54.5**	**51.7**	**56.2**	**55.9**	**548.0**	**12**	**23**	**46**	**19**
Hispanic		3283	**56.9**	**54.3**	**52.1**	**57.3**	**55.7**	**548.8**	**11**	**23**	**50**	**16**
White, not of Hispanic origin		2773	**57.5**	**55.6**	**54.0**	**58.2**	**56.5**	**558.5**	**6**	**15**	**51**	**27**
Multiracial		55	**58.2**	**55.9**	**53.4**	**59.1**	**57.0**	**560.5**	**6**	**19**	**42**	**33**
Economically Disadvantaged	Yes	4563	**57.0**	**54.7**	**52.9**	**57.5**	**55.9**	**552.0**	**9**	**20**	**51**	**20**
	No	3028	**58.1**	**56.0**	**53.8**	**58.0**	**56.9**	**559.4**	**7**	**15**	**49**	**29**
Students with Disabilities	Yes	342	**56.0**	**53.4**	**50.6**	**56.0**	**55.0**	**541.2**	**16**	**27**	**48**	**9**
	No	7249	**57.5**	**55.3**	**53.4**	**57.8**	**56.4**	**555.6**	**8**	**18**	**50**	**24**
Standard Accommodations		25	**55.5**	**51.5**	**51.1**	**54.1**	**54.4**	**542.7**	**22**	**13**	**57**	**9**
Nonstandard Accommodations		1										
English Language Learners	Yes	7120	**57.4**	**55.3**	**53.3**	**57.7**	**56.3**	**555.0**	**8**	**18**	**50**	**23**
	No	471	**57.4**	**54.9**	**52.5**	**58.4**	**56.2**	**554.2**	**13**	**14**	**45**	**27**
Standard Accommodations		416	**57.0**	**57.9**	**52.6**	**58.3**	**56.2**	**554.9**	**10**	**17**	**47**	**26**
Nonstandard Accommodations		1										
Standard Accommodations - All		447	**56.8**	**56.2**	**52.3**	**58.0**	**56.0**	**553.6**	**12**	**17**	**46**	**25**
Nonstandard Accommodations - All		1										
FLEP		142	**58.4**	**57.2**	**54.2**	**58.8**	**57.6**	**565.3**	**5**	**9**	**53**	**33**
Less than Full Academic Year		1371	**57.2**	**54.9**	**52.9**	**57.4**	**56.2**	**552.8**	**9**	**20**	**49**	**22**
Homeless		21	**57.4**	**54.0**	**53.2**	**57.7**	**55.8**	**553.8**	**5**	**20**	**60**	**15**

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STATE DEMOGRAPHIC REPORT
ELPA
Grade 02
Spring 2006

Public

MICHIGAN
ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

		NUMBER OF STUDENTS ASSESSED	MEAN SCALE SCORE						PERCENT OF STUDENTS AT EACH PROFICIENCY LEVEL			
			Listening	Reading	Writing	Speaking	Comprehension	Overall	BASIC	LOW INTERMEDIATE	HIGH INTERMEDIATE	PROFICIENT
*Cut Score			62	62	60	65	61	595				
Total All Students		6757	60.4	60.0	57.5	60.2	59.7	583.8	4	9	49	38
Gender		6755	60.4	60.0	57.5	60.2	59.7	583.8	4	9	49	38
Male		3469	60.5	59.6	56.8	60.0	59.5	581.2	4	11	52	33
Female		3286	60.4	60.5	58.3	60.4	59.9	586.6	4	7	47	42
Ethnicity												
American Indian/Alaskan Native		20	60.4	61.2	57.6	59.8	60.5	584.4	0	5	65	30
Asian/Pacific Islander		1053	61.7	62.2	58.9	60.4	61.1	594.5	4	7	36	53
Black, not of Hispanic origin		201	59.8	59.0	56.9	59.6	58.9	577.3	7	13	48	32
Hispanic		2940	59.9	59.2	56.7	59.9	59.1	578.9	5	11	53	31
White, not of Hispanic origin		2439	60.5	60.2	58.0	60.4	59.8	585.6	3	7	51	39
Multiracial		55	60.4	58.9	55.5	60.5	59.1	578.3	4	11	58	27
Economically Disadvantaged	Yes	4168	59.9	59.4	57.2	60.0	59.2	580.3	4	10	54	32
	No	2589	61.3	61.1	58.0	60.6	60.5	589.5	4	7	43	46
Students with Disabilities	Yes	412	58.2	56.5	54.1	58.3	57.3	562.9	8	28	51	13
	No	6345	60.6	60.3	57.7	60.3	59.8	585.1	4	8	49	39
Standard Accommodations		35	57.7	56.8	55.2	57.6	57.1	561.8	9	30	55	6
Nonstandard Accommodations		8										
English Language Learners	Yes	6308	60.5	60.1	57.6	60.2	59.7	584.0	4	9	50	38
	No	449	60.1	59.6	56.7	60.2	59.4	581.0	6	11	45	38
Standard Accommodations		390	59.9	60.3	57.1	60.2	59.4	584.6	4	8	51	37
Nonstandard Accommodations		3										
Standard Accommodations - All		425	59.9	59.5	57.1	60.0	59.3	583.7	5	8	50	38
Nonstandard Accommodations - All		9										
FLEP		238	61.3	61.4	58.1	61.7	60.7	591.5	1	6	43	49
Less than Full Academic Year		1176	60.0	59.2	56.7	59.5	59.1	578.8	5	10	54	30
Homeless		17	59.4	57.6	54.0	61.8	58.2	574.6	6	13	50	31

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STATE DEMOGRAPHIC REPORT
ELPA
Grade 03
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MICHIGAN
ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

		NUMBER OF STUDENTS ASSESSED	MEAN SCALE SCORE						PERCENT OF STUDENTS AT EACH PROFICIENCY LEVEL			
			Listening	Reading	Writing	Speaking	Comprehension	Overall	BASIC	LOW INTERMEDIATE	HIGH INTERMEDIATE	PROFICIENT
*Cut Score			66	63	61	72	64	619				
Total All Students		6091	63.8	61.0	58.4	68.4	61.8	604.7	3	10	52	35
Gender		6091	63.8	61.0	58.4	68.4	61.8	604.7	3	10	52	35
Male		3270	63.7	60.6	57.8	68.1	61.5	601.9	3	11	56	30
Female		2821	63.9	61.4	59.2	68.8	62.0	608.0	3	9	48	40
Ethnicity												
American Indian/Alaskan Native		23	62.1	62.2	59.4	67.8	61.9	605.5	0	18	50	32
Asian/Pacific Islander		807	64.1	61.5	59.0	67.1	62.1	606.2	3	12	46	39
Black, not of Hispanic origin		206	62.7	60.0	57.0	66.4	61.0	595.7	3	18	52	27
Hispanic		2648	63.6	60.7	57.9	68.5	61.5	602.7	3	11	56	31
White, not of Hispanic origin		2311	64.0	61.2	59.0	69.0	62.0	607.4	3	8	51	39
Multiracial		58	65.0	61.2	59.0	71.3	62.4	612.7	0	5	54	41
Economically Disadvantaged	Yes	4102	63.6	60.8	58.2	68.5	61.6	603.6	3	10	55	32
	No	1989	64.2	61.4	58.8	68.3	62.1	607.1	3	10	47	40
Students with Disabilities	Yes	488	61.7	58.0	54.9	66.9	59.7	586.1	3	27	57	12
	No	5603	64.0	61.2	58.7	68.6	61.9	606.3	3	9	52	37
Standard Accommodations		34	61.5	58.3	54.3	66.8	59.2	579.5	6	35	53	6
Nonstandard Accommodations		0										
English Language Learners	Yes	5511	63.7	60.8	58.3	68.2	61.6	603.6	3	10	54	33
	No	580	64.8	62.4	59.9	70.3	62.9	616.1	2	8	38	53
Standard Accommodations		379	63.0	60.4	58.2	67.3	61.4	600.0	5	10	57	28
Nonstandard Accommodations		1										
Standard Accommodations - All		413	63.0	59.8	58.2	67.1	61.4	599.7	5	10	56	28
Nonstandard Accommodations - All		1										
FLEP		429	66.2	63.6	61.3	71.8	63.9	625.5	0	5	31	64
Less than Full Academic Year		1021	63.2	60.5	57.5	67.3	61.3	599.5	4	15	50	31
Homeless		12	64.3	61.2	57.5	66.9	62.2	602.2	8	8	50	33

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STATE DEMOGRAPHIC REPORT
ELPA
Grade 04
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MICHIGAN
ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

		NUMBER OF STUDENTS ASSESSED	MEAN SCALE SCORE						PERCENT OF STUDENTS AT EACH PROFICIENCY LEVEL			
			Listening	Reading	Writing	Speaking	Comprehension	Overall	BASIC	LOW INTERMEDIATE	HIGH INTERMEDIATE	PROFICIENT
***Cut Score**			66	65	62	72	65	626				
Total All Students		5499	65.3	63.1	60.3	69.9	63.4	618.4	2	8	43	47
Gender		5498	65.3	63.1	60.3	69.9	63.4	618.3	2	8	43	47
Male		2887	65.3	62.7	59.6	69.6	63.2	615.7	3	9	45	43
Female		2611	65.4	63.4	61.1	70.2	63.7	621.3	2	7	41	50
Ethnicity												
American Indian/Alaskan Native		9	<	<	<	<	<	<	<	<	<	<
Asian/Pacific Islander		692	65.9	63.7	61.3	68.9	63.9	621.3	4	7	36	53
Black, not of Hispanic origin		182	63.4	61.2	58.2	68.6	61.8	604.4	4	13	50	32
Hispanic		2383	65.1	62.7	59.4	69.7	63.1	615.0	2	9	47	42
White, not of Hispanic origin		2157	65.6	63.5	61.2	70.6	63.8	622.6	2	6	40	52
Multiracial		38	66.4	61.8	58.8	70.7	63.1	614.1	0	9	57	34
Economically Disadvantaged	Yes	3751	65.2	62.9	60.2	70.1	63.3	617.6	2	8	45	45
	No	1748	65.5	63.4	60.6	69.4	63.7	620.0	4	8	38	50
Students with Disabilities	Yes	518	63.3	59.9	56.8	68.1	61.1	597.3	1	23	60	16
	No	4981	65.5	63.4	60.7	70.1	63.7	620.6	3	6	41	50
Standard Accommodations		44	62.4	59.9	56.4	63.7	60.5	586.3	5	36	55	5
Nonstandard Accommodations		0										
English Language Learners	Yes	4921	65.1	62.8	60.1	69.7	63.2	616.5	2	8	45	44
	No	578	67.0	65.3	62.4	71.7	65.3	634.4	3	4	22	71
Standard Accommodations		280	65.2	61.4	59.2	70.1	63.1	614.3	5	12	36	47
Nonstandard Accommodations		0										
Standard Accommodations - All		320	65.0	61.2	59.6	70.3	63.0	614.3	5	12	36	47
Nonstandard Accommodations - All		0										
FLEP		472	68.1	66.7	63.4	73.1	66.5	643.8	0	2	18	80
Less than Full Academic Year		932	64.8	62.4	59.5	69.0	62.9	613.4	3	9	49	39
Homeless		11	66.7	62.5	58.8	69.6	63.5	613.5	0	18	27	55

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Grade 05
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MICHIGAN
ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

		NUMBER OF STUDENTS ASSESSED	MEAN SCALE SCORE						PERCENT OF STUDENTS AT EACH PROFICIENCY LEVEL			
			Listening	Reading	Writing	Speaking	Comprehension	Overall	BASIC	LOW INTERMEDIATE	HIGH INTERMEDIATE	PROFICIENT
***Cut Score**			68	65	63	73	65	633				
Total All Students		5320	66.6	64.7	61.7	70.9	64.8	629.3	2	7	39	52
Gender		5319	66.6	64.7	61.7	70.9	64.8	629.3	2	7	39	52
Male		2807	66.5	64.4	61.0	70.7	64.6	626.4	2	8	43	47
Female		2512	66.8	65.1	62.5	71.2	65.1	632.5	2	6	35	57
Ethnicity												
American Indian/Alaskan Native		6	<	<	<	<	<	<	<	<	<	<
Asian/Pacific Islander		680	66.4	64.9	62.1	68.9	64.9	627.2	3	10	36	52
Black, not of Hispanic origin		155	65.0	63.1	60.0	69.1	63.5	615.7	3	18	42	37
Hispanic		2366	66.7	64.5	61.0	71.1	64.7	627.5	2	7	42	49
White, not of Hispanic origin		2044	66.7	65.1	62.6	71.7	65.1	633.2	2	5	37	56
Multiracial		40	66.4	64.4	60.9	70.6	64.4	624.4	0	10	53	38
Economically Disadvantaged	Yes	3728	66.6	64.6	61.6	71.2	64.8	629.0	2	7	41	51
	No	1592	66.6	65.0	62.1	70.2	65.0	630.0	3	8	35	54
Students with Disabilities	Yes	508	64.5	61.4	58.0	69.6	62.3	608.3	1	18	60	20
	No	4812	66.8	65.1	62.1	71.1	65.1	631.5	2	6	37	55
Standard Accommodations		36	64.2	57.2	56.2	69.0	62.0	602.3	6	17	57	20
Nonstandard Accommodations		0										
English Language Learners	Yes	4704	66.4	64.4	61.5	70.7	64.6	627.3	2	7	41	49
	No	616	68.2	67.0	63.4	72.9	66.8	644.5	1	3	24	72
Standard Accommodations		205	67.3	56.3	59.3	69.9	65.0	627.8	2	9	38	51
Nonstandard Accommodations		0										
Standard Accommodations - All		224	67.2	56.8	59.1	70.2	65.1	628.0	2	9	37	52
Nonstandard Accommodations - All		0										
FLEP		516	68.7	67.5	64.0	74.0	67.2	650.0	0	2	21	77
Less than Full Academic Year		772	65.8	64.1	60.9	70.0	64.2	623.0	4	9	39	48
Homeless		16	63.1	61.4	57.8	67.9	62.0	602.4	0	25	56	19

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MICHIGAN
ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

		NUMBER OF STUDENTS ASSESSED	MEAN SCALE SCORE						PERCENT OF STUDENTS AT EACH PROFICIENCY LEVEL			
			Listening	Reading	Writing	Speaking	Comprehension	Overall	BASIC	LOW INTERMEDIATE	HIGH INTERMEDIATE	PROFICIENT
***Cut Score**			**69**	**65**	**63**	**73**	**66**	**635**				
Total All Students		4645	**65.6**	**62.9**	**60.5**	**68.8**	**63.6**	**618.0**	**4**	**17**	**48**	**32**
Gender		4645	**65.6**	**62.9**	**60.5**	**68.8**	**63.6**	**618.0**	**4**	**17**	**48**	**32**
Male		2495	**65.2**	**62.5**	**59.6**	**68.6**	**63.2**	**614.1**	**4**	**20**	**50**	**26**
Female		2150	**66.1**	**63.5**	**61.5**	**69.1**	**64.1**	**622.6**	**3**	**13**	**45**	**38**
Ethnicity												
American Indian/Alaskan Native		9	<	<	<	<	<	<	<	<	<	<
Asian/Pacific Islander		557	**65.4**	**63.4**	**60.8**	**67.5**	**63.8**	**617.4**	**5**	**17**	**42**	**36**
Black, not of Hispanic origin		135	**65.0**	**61.9**	**59.0**	**68.0**	**62.8**	**609.7**	**7**	**25**	**40**	**28**
Hispanic		2007	**65.3**	**62.3**	**59.8**	**68.5**	**63.2**	**614.2**	**4**	**19**	**52**	**25**
White, not of Hispanic origin		1865	**66.2**	**63.6**	**61.4**	**69.6**	**64.1**	**623.4**	**2**	**14**	**46**	**38**
Multiracial		35	**65.7**	**62.8**	**60.5**	**68.7**	**63.4**	**616.1**	**6**	**14**	**40**	**40**
Economically Disadvantaged	Yes	3204	**65.6**	**62.8**	**60.4**	**68.9**	**63.5**	**617.6**	**3**	**18**	**49**	**30**
	No	1441	**65.7**	**63.3**	**60.7**	**68.7**	**63.8**	**619.0**	**5**	**15**	**45**	**35**
Students with Disabilities	Yes	466	**63.3**	**60.1**	**57.6**	**67.5**	**61.5**	**600.3**	**3**	**42**	**48**	**7**
	No	4179	**65.9**	**63.3**	**60.8**	**69.0**	**63.8**	**620.0**	**4**	**14**	**48**	**35**
Standard Accommodations		55	**62.5**	**63.0**	**58.5**	**66.8**	**60.6**	**594.4**	**6**	**54**	**40**	**0**
Nonstandard Accommodations		1										
English Language Learners	Yes	4098	**65.3**	**62.6**	**60.3**	**68.6**	**63.3**	**616.0**	**4**	**18**	**50**	**29**
	No	547	**67.8**	**65.3**	**62.3**	**70.7**	**65.6**	**633.9**	**3**	**8**	**32**	**56**
Standard Accommodations		320	**64.2**	**63.0**	**59.7**	**67.4**	**62.3**	**607.7**	**4**	**27**	**54**	**15**
Nonstandard Accommodations		2										
Standard Accommodations - All		360	**64.5**	**63.0**	**60.3**	**68.2**	**62.6**	**610.4**	**4**	**25**	**52**	**19**
Nonstandard Accommodations - All		3										
FLEP		555	**68.0**	**65.6**	**62.9**	**71.3**	**65.9**	**637.6**	**1**	**7**	**34**	**59**
Less than Full Academic Year		712	**65.6**	**62.9**	**60.6**	**68.7**	**63.6**	**617.9**	**4**	**15**	**49**	**32**
Homeless		9	<	<	<	<	<	<	<	<	<	<

* = Minimum expected score for a proficient student.
< = No summary scores provided if <10 students.

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MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT
ELPA
Grade 07
Spring 2006

Public

MICHIGAN
ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

		NUMBER OF STUDENTS ASSESSED	MEAN SCALE SCORE						PERCENT OF STUDENTS AT EACH PROFICIENCY LEVEL			
			Listening	Reading	Writing	Speaking	Comprehension	Overall	BASIC	LOW INTERMEDIATE	HIGH INTERMEDIATE	PROFICIENT
***Cut Score**			69	67	65	73	67	641				
Total All Students		4263	66.2	63.7	61.2	69.0	64.2	622.8	4	20	45	30
Gender		4263	66.2	63.7	61.2	69.0	64.2	622.8	4	20	45	30
Male		2217	65.9	63.3	60.3	68.8	63.9	619.1	5	23	47	25
Female		2046	66.6	64.2	62.1	69.3	64.7	626.7	3	17	43	36
Ethnicity												
American Indian/Alaskan Native		11	68.5	64.8	61.5	70.7	65.7	631.6	0	9	45	45
Asian/Pacific Islander		511	66.2	64.3	61.7	68.0	64.6	623.8	4	21	43	32
Black, not of Hispanic origin		135	64.3	61.9	59.3	67.6	62.5	609.0	7	36	37	19
Hispanic		1841	65.9	63.2	60.4	69.1	63.8	619.3	5	23	46	26
White, not of Hispanic origin		1711	66.8	64.4	62.0	69.4	64.8	627.6	3	17	45	36
Multiracial		36	66.7	63.6	60.6	69.9	64.3	622.6	6	14	47	33
Economically Disadvantaged	Yes	2954	66.2	63.7	61.2	69.2	64.2	622.8	4	21	45	30
	No	1309	66.4	63.9	61.0	68.8	64.4	622.7	5	18	45	31
Students with Disabilities	Yes	425	63.9	60.5	57.9	68.1	61.8	603.2	2	51	42	5
	No	3838	66.5	64.1	61.5	69.2	64.5	624.9	4	17	45	33
Standard Accommodations		76	62.7	61.5	57.4	65.9	60.9	594.4	7	65	25	3
Nonstandard Accommodations		0										
English Language Learners	Yes	3752	66.0	63.5	60.9	68.8	64.0	620.9	4	22	47	27
	No	511	68.0	65.8	62.8	70.6	66.0	636.8	4	10	30	55
Standard Accommodations		363	64.3	63.2	60.2	67.8	62.6	609.8	7	32	43	17
Nonstandard Accommodations		0										
Standard Accommodations - All		400	64.7	63.2	60.6	68.3	62.9	612.1	6	30	43	21
Nonstandard Accommodations - All		0										
FLEP		464	68.7	66.5	63.7	70.9	66.6	642.0	1	10	30	59
Less than Full Academic Year		676	65.2	62.8	60.1	68.1	63.3	614.5	8	26	42	24
Homeless		8	<	<	<	<	<	<	<	<	<	<

* = Minimum expected score for a proficient student.
< = No summary scores provided if <10 students.

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MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT
ELPA
Grade 08
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Public

MICHIGAN
ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

		NUMBER OF STUDENTS ASSESSED	MEAN SCALE SCORE						PERCENT OF STUDENTS AT EACH PROFICIENCY LEVEL			
			Listening	Reading	Writing	Speaking	Comprehension	Overall	BASIC	LOW INTERMEDIATE	HIGH INTERMEDIATE	PROFICIENT
***Cut Score**			70	68	65	73	68	648				
Total All Students		3890	66.8	64.6	61.9	69.6	64.9	628.0	5	18	48	29
Gender		3889	66.8	64.6	61.9	69.6	64.9	628.0	5	18	48	29
Male		2048	66.4	64.0	60.9	69.4	64.4	623.7	5	21	50	24
Female		1841	67.2	65.3	62.9	69.8	65.5	632.8	5	14	45	36
Ethnicity												
American Indian/Alaskan Native		15	70.8	66.5	65.4	71.7	67.5	650.9	0	0	40	60
Asian/Pacific Islander		464	67.1	65.1	62.4	68.4	65.4	629.3	6	17	45	33
Black, not of Hispanic origin		153	66.3	63.2	60.2	68.2	63.9	617.8	9	31	38	23
Hispanic		1721	66.4	64.0	61.1	69.7	64.4	624.5	6	19	49	26
White, not of Hispanic origin		1491	67.2	65.2	62.7	70.0	65.4	632.5	4	15	48	33
Multiracial		25	66.5	63.9	61.4	70.4	64.2	625.1	4	24	44	28
Economically Disadvantaged	Yes	2624	66.6	64.4	61.6	69.4	64.7	626.3	5	19	48	28
	No	1266	67.3	65.1	62.4	70.0	65.4	631.6	4	15	47	33
Students with Disabilities	Yes	347	64.5	61.4	59.0	68.7	62.4	609.1	4	44	47	6
	No	3543	67.0	64.9	62.1	69.7	65.1	629.9	5	15	48	32
Standard Accommodations		57	64.9	62.5	58.8	68.2	62.4	608.4	5	43	48	4
Nonstandard Accommodations		0										
English Language Learners	Yes	3451	66.5	64.3	61.6	69.3	64.6	625.8	5	19	50	26
	No	439	68.9	67.1	64.0	71.9	67.0	645.2	3	9	32	56
Standard Accommodations		365	65.6	65.6	61.0	67.6	63.7	619.7	6	24	54	16
Nonstandard Accommodations		2										
Standard Accommodations - All		407	65.9	65.8	61.6	67.9	64.0	621.7	5	23	51	20
Nonstandard Accommodations - All		2										
FLEP		408	69.7	67.9	64.7	72.0	67.7	650.1	1	7	32	60
Less than Full Academic Year		556	66.0	63.7	60.7	68.2	64.1	619.7	10	23	45	23
Homeless		6	<	<	<	<	<	<	<	<	<	<

* = Minimum expected score for a proficient student.
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MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT
ELPA
Grade 09
Spring 2006

Public

MICHIGAN
ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

		NUMBER OF STUDENTS ASSESSED	MEAN SCALE SCORE						PERCENT OF STUDENTS AT EACH PROFICIENCY LEVEL			
			Listening	Reading	Writing	Speaking	Comprehension	Overall	BASIC	LOW INTERMEDIATE	HIGH INTERMEDIATE	PROFICIENT
***Cut Score**			71	70	65	75	68	658				
Total All Students		4034	66.2	65.2	60.8	69.9	64.9	627.2	14	22	43	21
Gender		4034	66.2	65.2	60.8	69.9	64.9	627.2	14	22	43	21
Male		2225	65.8	64.6	60.0	69.4	64.6	622.9	15	26	42	17
Female		1809	66.6	65.8	61.9	70.5	65.3	632.4	12	17	45	26
Ethnicity												
American Indian/Alaskan Native		7	<	<	<	<	<	<	<	<	<	<
Asian/Pacific Islander		491	66.8	66.2	61.8	69.1	65.7	631.7	10	21	45	24
Black, not of Hispanic origin		189	63.7	62.7	58.3	68.6	62.6	610.5	28	27	31	13
Hispanic		1701	66.1	65.3	60.6	70.3	64.9	626.8	14	21	44	21
White, not of Hispanic origin		1584	66.4	65.1	61.2	69.9	65.0	628.5	13	22	44	22
Multiracial		35	65.8	64.7	60.3	71.1	64.2	624.3	16	22	41	22
Economically Disadvantaged	Yes	2567	66.0	65.0	60.7	70.1	64.7	626.3	14	22	45	20
	No	1467	66.5	65.6	61.1	69.5	65.2	628.8	13	21	42	24
Students with Disabilities	Yes	315	64.3	62.5	58.6	70.2	62.9	614.1	12	43	40	4
	No	3719	66.3	65.4	61.0	69.9	65.1	628.3	14	20	44	22
Standard Accommodations		32	66.4	0.0	60.5	71.9	64.5	623.2	3	32	61	3
Nonstandard Accommodations		1										
English Language Learners	Yes	3684	66.0	65.0	60.7	69.7	64.7	625.8	14	23	44	19
	No	350	68.4	67.4	62.5	72.6	66.8	643.4	10	9	40	42
Standard Accommodations		520	66.7	57.0	58.3	70.5	64.9	627.6	10	20	52	17
Nonstandard Accommodations		2										
Standard Accommodations - All		572	67.0	60.0	59.2	70.8	65.3	630.0	10	18	51	21
Nonstandard Accommodations - All		2										
FLEP		261	69.4	68.3	63.1	74.0	67.5	650.3	2	7	47	43
Less than Full Academic Year		653	65.2	64.4	59.8	68.9	64.0	620.0	21	21	42	16
Homeless		11	66.7	65.3	60.4	74.8	64.9	631.0	9	9	64	18

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STATE DEMOGRAPHIC REPORT
ELPA
Grade 10
Spring 2006

Public

MICHIGAN
ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

		NUMBER OF STUDENTS ASSESSED	MEAN SCALE SCORE						PERCENT OF STUDENTS AT EACH PROFICIENCY LEVEL			
			Listening	Reading	Writing	Speaking	Comprehension	Overall	BASIC	LOW INTERMEDIATE	HIGH INTERMEDIATE	PROFICIENT
***Cut Score**			71	71	65	75	69	661				
Total All Students		3028	67.3	66.5	62.1	71.1	65.9	636.3	9	21	45	25
Gender		3026	67.3	66.5	62.1	71.1	65.9	636.3	9	21	45	25
Male		1609	67.0	66.0	61.3	70.9	65.6	633.1	10	22	47	21
Female		1417	67.6	66.9	62.9	71.3	66.3	639.9	8	19	43	30
Ethnicity												
American Indian/Alaskan Native		11	67.0	63.5	59.5	69.7	64.4	622.6	9	36	45	9
Asian/Pacific Islander		448	67.0	66.6	62.2	69.0	66.0	634.6	9	22	45	24
Black, not of Hispanic origin		122	64.9	64.0	60.3	68.7	63.4	618.9	24	30	33	13
Hispanic		1191	67.5	66.8	61.8	71.5	66.1	637.3	9	19	45	27
White, not of Hispanic origin		1215	67.3	66.4	62.5	71.6	65.9	637.5	8	21	45	26
Multiracial		25	67.5	67.0	63.3	72.9	66.8	644.0	4	13	52	30
Economically Disadvantaged	Yes	1775	67.1	66.2	61.8	71.1	65.7	634.9	10	20	45	25
	No	1253	67.4	66.8	62.4	71.1	66.2	638.2	7	22	45	26
Students with Disabilities	Yes	210	64.8	63.4	59.6	71.2	63.6	620.3	12	36	45	7
	No	2818	67.4	66.7	62.2	71.1	66.1	637.4	9	20	45	27
Standard Accommodations		30	63.5	58.0	58.0	71.8	62.9	615.1	13	40	43	3
Nonstandard Accommodations		0										
English Language Learners	Yes	2661	66.9	66.2	61.9	70.7	65.7	634.3	10	22	45	23
	No	367	69.5	68.2	63.5	73.7	67.5	651.1	4	11	43	41
Standard Accommodations		302	66.8	58.0	57.6	70.9	65.4	630.4	9	28	45	18
Nonstandard Accommodations		0										
Standard Accommodations - All		413	67.7	58.0	59.9	72.6	66.0	637.2	7	22	46	25
Nonstandard Accommodations - All		0										
FLEP		264	70.3	68.7	63.6	74.7	67.9	654.4	2	8	45	45
Less than Full Academic Year		361	66.8	65.8	60.9	70.1	65.5	630.7	15	21	38	25
Homeless		15	64.6	65.4	60.8	71.8	64.0	630.1	15	23	31	31

* = Minimum expected score for a proficient student.
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MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT
ELPA
Grade 11
Spring 2006

Public

MICHIGAN
ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

		NUMBER OF STUDENTS ASSESSED	MEAN SCALE SCORE						PERCENT OF STUDENTS AT EACH PROFICIENCY LEVEL			
			Listening	Reading	Writing	Speaking	Comprehension	Overall	BASIC	LOW INTERMEDIATE	HIGH INTERMEDIATE	PROFICIENT
***Cut Score**			72	71	66	75	69	664				
Total All Students		2174	67.6	66.8	62.4	71.1	66.2	639.0	7	32	37	23
Gender		2174	67.6	66.8	62.4	71.1	66.2	639.0	7	32	37	23
Male		1134	67.3	66.2	61.5	70.8	65.8	634.4	9	36	37	19
Female		1040	68.0	67.5	63.5	71.5	66.7	643.9	6	28	38	28
Ethnicity												
American Indian/Alaskan Native		8	<	<	<	<	<	<	<	<	<	<
Asian/Pacific Islander		323	67.6	67.7	63.3	69.4	66.7	640.9	6	34	35	26
Black, not of Hispanic origin		120	65.8	65.4	61.2	70.3	64.8	629.1	13	38	31	18
Hispanic		783	67.9	67.1	62.1	71.9	66.4	640.3	8	28	39	25
White, not of Hispanic origin		912	67.6	66.5	62.7	71.2	66.1	638.6	6	34	37	23
Multiracial		21	67.1	67.3	61.6	71.6	66.4	637.8	14	19	57	10
Economically Disadvantaged	Yes	1216	67.5	66.6	62.2	71.4	66.0	637.8	8	33	37	22
	No	958	67.7	67.2	62.7	70.8	66.5	640.4	7	31	37	25
Students with Disabilities	Yes	139	65.1	63.2	59.0	70.9	63.5	619.4	15	54	25	6
	No	2035	67.8	67.1	62.7	71.2	66.4	640.2	7	31	38	25
Standard Accommodations		18	67.9	58.0	0.0	74.3	64.0	620.9	18	47	35	0
Nonstandard Accommodations		0										
English Language Learners	Yes	1953	67.4	66.7	62.3	70.9	66.1	637.6	8	33	37	22
	No	221	69.7	68.4	63.8	73.1	67.7	652.0	4	20	36	40
Standard Accommodations		280	67.8	58.0	60.8	71.1	66.1	637.4	6	36	38	21
Nonstandard Accommodations		0										
Standard Accommodations - All		308	68.1	58.0	61.3	71.3	66.3	639.5	5	33	39	23
Nonstandard Accommodations - All		0										
FLEP		192	70.1	68.5	63.8	73.2	67.8	652.7	1	23	38	38
Less than Full Academic Year		247	67.1	66.6	61.3	70.5	65.9	633.6	12	31	37	20
Homeless		7	<	<	<	<	<	<	<	<	<	<

* = Minimum expected score for a proficient student.
< = No summary scores provided if <10 students.

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MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT
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Grade 12
Spring 2006

Public

MICHIGAN
ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

		NUMBER OF STUDENTS ASSESSED	MEAN SCALE SCORE						PERCENT OF STUDENTS AT EACH PROFICIENCY LEVEL			
			Listening	Reading	Writing	Speaking	Comprehension	Overall	BASIC	LOW INTERMEDIATE	HIGH INTERMEDIATE	PROFICIENT
***Cut Score**			74	72	67	75	70	672				
Total All Students		1662	68.4	67.6	63.1	72.0	66.9	644.3	7	34	36	23
Gender		1662	68.4	67.6	63.1	72.0	66.9	644.3	7	34	36	23
Male		850	68.1	67.2	62.4	71.7	66.5	640.7	7	38	35	19
Female		812	68.7	67.9	63.9	72.3	67.2	648.1	6	30	38	27
Ethnicity												
American Indian/Alaskan Native		6	<	<	<	<	<	<	<	<	<	<
Asian/Pacific Islander		277	68.8	68.4	64.0	70.5	67.5	647.3	4	33	36	27
Black, not of Hispanic origin		76	66.7	66.9	62.3	71.1	65.5	637.4	8	51	28	13
Hispanic		629	68.4	67.9	62.7	72.9	67.0	645.2	8	30	39	23
White, not of Hispanic origin		661	68.3	67.0	63.3	71.7	66.6	642.9	6	37	35	22
Multiracial		8	<	<	<	<	<	<	<	<	<	<
Economically Disadvantaged	Yes	827	67.9	67.0	62.5	71.9	66.4	640.8	7	37	37	19
	No	835	68.8	68.1	63.7	72.0	67.3	647.8	6	32	36	27
Students with Disabilities	Yes	75	65.0	63.6	59.0	71.0	63.5	618.9	17	58	23	2
	No	1587	68.5	67.7	63.3	72.0	67.0	645.4	6	33	37	24
Standard Accommodations		4	<	<	<	<	<	<	<	<	<	<
Nonstandard Accommodations		0										
English Language Learners	Yes	1487	68.2	67.4	63.0	71.8	66.7	643.2	7	36	36	22
	No	175	70.0	68.7	64.0	73.6	68.1	654.1	7	18	41	35
Standard Accommodations		147	68.2	0.0	63.9	71.2	66.3	638.6	4	49	34	13
Nonstandard Accommodations		0										
Standard Accommodations - All		164	68.5	0.0	63.9	72.3	66.5	640.3	4	46	36	14
Nonstandard Accommodations - All		0										
FLEP		143	70.0	68.3	63.4	73.3	67.9	651.5	4	26	40	30
Less than Full Academic Year		135	67.4	67.0	62.6	72.2	66.2	640.7	9	37	33	21
Homeless		4	<	<	<	<	<	<	<	<	<	<

* = Minimum expected score for a proficient student.
< = No summary scores provided if <10 students.

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Attachment A3.1

MICHIGAN Department of Education

STATE
DEMOGRAPHIC REPORT
ELPA
LEVEL I - Grade K
Spring 2009

MICHIGAN

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

STATE		NUMBER OF STUDENTS ASSESSED/ VALID	MEAN SCALE SCORE						NUMBER AND PERCENT OF STUDENTS AT EACH PROFICIENCY LEVEL									
			Listening	Reading	Writing	Speaking	Comprehension	Overall	BASIC		LOW INTERMEDIATE		HIGH INTERMEDIATE		PROFICIENT		ADVANCED PROFICIENT	
*Cut Score			56	53	49	58	55	531	Total	%	Total	%	Total	%	Total	%	Total	%
Total All Students		9457 / 9134	53.8	52.2	48.3	52.9	52.9	522.9	1392	15	2433	27	1631	18	2105	23	1573	17
Gender																		
Male		4973 / 4791	53.7	51.9	47.9	52.7	52.7	521.2	788	16	1332	28	861	18	1056	22	754	16
Female		4484 / 4343	53.9	52.4	48.6	53.2	53.0	524.8	604	14	1101	25	770	18	1049	24	819	19
Ethnicity																		
American Indian/Alaskan Native		43 / 40	54.6	52.2	46.1	55.4	53.3	525.2	4	10	10	25	8	20	11	28	7	18
Asian/Pacific Islander		1820 / 1779	54.7	54.1	50.4	53.6	53.9	533.3	197	11	353	20	270	15	414	23	545	31
Black, not of Hispanic origin		328 / 305	53.9	52.0	48.5	54.6	52.8	525.8	35	11	67	22	60	20	82	27	61	20
Hispanic		3889 / 3708	53.2	51.2	47.4	52.1	52.3	517.2	695	19	1122	30	673	18	815	22	403	11
White, not of Hispanic origin		3259 / 3187	53.9	52.2	48.1	53.3	53.0	523.1	450	14	855	27	603	19	754	24	525	16
Multiracial		80 / 77	55.3	52.0	48.1	55.5	53.5	527.5	7	9	21	27	10	13	17	22	22	29
Additional Reporting Groups																		
Economically Disadvantaged	Yes	5921 / 5702	53.2	51.6	47.7	52.1	52.4	518.5	994	17	1710	30	1060	19	1263	22	675	12
	No	3536 / 3432	54.8	53.1	49.1	54.4	53.6	530.2	398	12	723	21	571	17	842	25	898	26
Students with Disabilities	Yes	509 / 479	52.7	50.1	45.9	50.2	51.5	508.8	120	25	183	38	72	15	66	14	38	8
	No	8948 / 8655	53.9	52.3	48.4	53.1	52.9	523.6	1272	15	2250	26	1559	18	2039	24	1535	18
Standard Accommodations		35 / 28	51.9	0.0	45.0	49.1	51.1	502.3	7	25	12	43	5	18	4	14	0	0
Nonstandard Accommodations		0 / 0																
English Language Learners	Yes	8072 / 7800	53.7	52.0	48.2	52.6	52.8	521.8	1259	16	2130	27	1383	18	1743	22	1285	16
	No	1385 / 1334	54.4	52.8	48.4	55.0	53.4	528.9	133	10	303	23	248	19	362	27	288	22
Standard Accommodations		739 / 711	54.1	50.2	49.1	53.6	53.1	523.9	98	14	204	29	138	19	149	21	122	17
Nonstandard Accommodations		3 / 0																
FLEP		77 / 75	55.2	53.6	49.4	57.5	53.9	537.2	2	3	12	16	11	15	30	40	20	27
Less than Full Academic Year		8604 / 8327	53.8	52.2	48.3	52.9	52.9	522.9	1269	15	2225	27	1482	18	1907	23	1444	17
Migratory Status		155 / 150	52.5	49.8	46.2	50.9	51.4	508.8	41	27	52	35	29	19	23	15	5	3
Homeless		53 / 48	52.4	50.5	47.1	50.8	51.7	512.0	12	25	20	42	3	6	9	19	4	8
Interrupted Schooling	Yes	12 / 12	52.4	50.3	44.8	52.3	51.6	509.6	1	8	8	67	1	8	2	17	0	0
	No	9445 / 9122	53.8	52.2	48.3	52.9	52.9	522.9	1391	15	2425	27	1630	18	2103	23	1573	17
Accommodations																		
Standard - All		827 / 797	54.3	50.2	49.0	53.9	53.2	524.6	105	13	221	28	159	20	173	22	139	17
Nonstandard - All		3 / 0																

* = Minimum expected score for a proficient student.
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RUN DATE: 06/25/09

Attachment A3.1

MICHIGAN Department of Education

STATE
DEMOGRAPHIC REPORT
ELPA
LEVEL II - Grade 1
Spring 2009

MICHIGAN

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

STATE		NUMBER OF STUDENTS ASSESSED/ VALID	MEAN SCALE SCORE						NUMBER AND PERCENT OF STUDENTS AT EACH PROFICIENCY LEVEL									
			Listening	Reading	Writing	Speaking	Comprehension	Overall	BASIC		LOW INTERMEDIATE		HIGH INTERMEDIATE		PROFICIENT		ADVANCED PROFICIENT	
*Cut Score			60	59	56	63	59	575	Total	%	Total	%	Total	%	Total	%	Total	%
Total All Students		8560 / 8290	58.4	55.8	53.2	59.0	57.0	558.9	475	6	1385	17	4277	52	1375	17	778	9
Gender																		
Male		4579 / 4440	58.2	55.5	52.6	58.7	56.8	556.4	280	6	851	19	2303	52	664	15	342	8
Female		3981 / 3850	58.7	56.1	53.8	59.3	57.3	561.9	195	5	534	14	1974	51	711	18	436	11
Ethnicity																		
American Indian/Alaskan Native		27 / 27	58.9	56.5	53.0	61.5	57.7	564.5	3	11	2	7	12	44	8	30	2	7
Asian/Pacific Islander		1436 / 1401	58.9	57.0	54.4	59.7	57.9	566.2	67	5	168	12	631	45	289	21	246	18
Black, not of Hispanic origin		253 / 241	57.9	55.5	52.6	59.5	56.5	556.8	13	5	39	16	138	57	37	15	14	6
Hispanic		3745 / 3577	58.2	55.2	52.2	58.6	56.7	555.2	256	7	699	20	1872	52	522	15	228	6
White, not of Hispanic origin		3019 / 2968	58.4	55.9	53.7	59.0	57.1	560.0	133	4	470	16	1582	53	506	17	277	9
Multiracial		58 / 55	59.4	55.9	53.3	62.6	57.4	566.2	1	2	4	7	34	62	10	18	6	11
Additional Reporting Groups																		
Economically Disadvantaged	Yes	6259 / 6056	58.1	55.4	52.7	58.5	56.7	555.8	373	6	1156	19	3276	54	869	14	382	6
	No	2301 / 2234	59.4	56.8	54.4	60.4	58.0	567.4	102	5	229	10	1001	45	506	23	396	18
Students with Disabilities	Yes	552 / 529	56.4	54.0	50.3	56.7	55.3	543.1	76	14	159	30	249	47	38	7	7	1
	No	8008 / 7761	58.6	55.9	53.4	59.2	57.1	560.0	399	5	1226	16	4028	52	1337	17	771	10
Standard Accommodations		47 / 45	56.5	56.0	52.0	59.6	55.4	542.2	7	16	12	27	24	53	2	4	0	0
Nonstandard Accommodations		0 / 0																
English Language Learners	Yes	7593 / 7376	58.3	55.7	53.1	58.8	56.9	558.1	429	6	1278	17	3847	52	1196	16	626	8
	No	967 / 914	59.1	56.3	53.7	60.9	57.7	565.6	46	5	107	12	430	47	179	20	152	17
Standard Accommodations		719 / 701	58.4	56.3	53.5	59.7	56.9	559.1	32	5	118	17	379	54	115	16	57	8
Nonstandard Accommodations		0 / 0																
FLEP		137 / 135	60.2	57.5	55.4	61.6	58.6	574.0	0	0	10	7	66	49	32	24	27	20
Less than Full Academic Year		1522 / 1479	57.9	55.3	52.4	57.2	56.6	553.2	186	13	288	19	682	46	192	13	131	9
Migratory Status		158 / 152	58.5	54.9	52.3	58.0	56.7	553.6	13	9	25	16	89	59	19	13	6	4
Homeless		59 / 58	58.6	54.7	51.1	57.9	56.6	551.5	7	12	13	22	28	48	8	14	2	3
Interrupted Schooling	Yes	34 / 34	57.1	54.4	50.6	55.2	55.8	542.8	9	26	5	15	18	53	1	3	1	3
	No	8526 / 8256	58.4	55.8	53.2	59.0	57.0	559.0	466	6	1380	17	4259	52	1374	17	777	9
Accommodations																		
Standard - All		812 / 790	58.5	56.3	53.5	60.0	57.0	559.9	34	4	135	17	419	53	128	16	74	9
Nonstandard - All		0 / 0																

* = Minimum expected score for a proficient student.
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RUN DATE: 06/25/09

Attachment A3.1

STATE
DEMOGRAPHIC REPORT
ELPA
LEVEL II - Grade 2
Spring 2009

MICHIGAN

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

STATE		NUMBER OF STUDENTS ASSESSED/ VALID	MEAN SCALE SCORE						NUMBER AND PERCENT OF STUDENTS AT EACH PROFICIENCY LEVEL									
			Listening	Reading	Writing	Speaking	Comprehension	Overall	BASIC		LOW INTERMEDIATE		HIGH INTERMEDIATE		PROFICIENT		ADVANCED PROFICIENT	
*Cut Score			62	62	60	65	62	595	Total	%	Total	%	Total	%	Total	%	Total	%
Total All Students		7959 / 7711	61.5	59.5	58.0	62.3	60.3	586.3	211	3	721	9	3613	47	2153	28	1013	13
Gender																		
Male		4242 / 4110	61.2	59.1	57.3	61.9	60.0	583.3	129	3	441	11	2023	49	1068	26	449	11
Female		3717 / 3601	61.7	60.0	58.8	62.7	60.6	589.6	82	2	280	8	1590	44	1085	30	564	16
Ethnicity																		
American Indian/Alaskan Native		38 / 36	61.6	61.2	57.4	62.7	61.3	589.7	1	3	3	8	18	50	7	19	7	19
Asian/Pacific Islander		1259 / 1220	61.7	60.1	59.0	62.7	60.7	590.9	52	4	91	7	454	37	383	31	240	20
Black, not of Hispanic origin		239 / 228	60.7	58.7	56.4	61.7	59.7	579.2	17	7	27	12	108	47	52	23	24	11
Hispanic		3511 / 3388	61.6	59.4	57.4	62.4	60.3	585.4	61	2	347	10	1684	50	909	27	387	11
White, not of Hispanic origin		2853 / 2784	61.3	59.4	58.4	62.0	60.1	585.8	76	3	250	9	1326	48	789	28	343	12
Multiracial		44 / 43	62.4	60.2	57.0	64.8	61.2	591.9	2	5	3	7	18	42	9	21	11	26
Additional Reporting Groups																		
Economically Disadvantaged	Yes	5923 / 5722	61.2	59.2	57.7	61.8	60.0	583.8	142	2	605	11	2890	51	1493	26	592	10
	No	2036 / 1989	62.1	60.5	59.0	63.5	61.1	593.4	69	3	116	6	723	36	660	33	421	21
Students with Disabilities	Yes	678 / 650	59.3	56.5	53.6	59.8	57.9	564.7	56	9	173	27	319	49	80	12	22	3
	No	7281 / 7061	61.7	59.8	58.4	62.5	60.5	588.3	155	2	548	8	3294	47	2073	29	991	14
Standard Accommodations		93 / 89	58.4	53.0	52.6	59.7	57.3	559.0	11	12	30	34	34	38	11	12	3	3
Nonstandard Accommodations		1 / 0																
English Language Learners	Yes	7096 / 6886	61.4	59.5	58.0	62.2	60.3	585.9	179	3	661	10	3269	47	1917	28	860	12
	No	863 / 825	61.7	59.9	58.0	63.2	60.6	589.8	32	4	60	7	344	42	236	29	153	19
Standard Accommodations		645 / 626	61.0	49.0	58.0	62.5	59.7	582.1	25	4	76	12	302	48	171	27	52	8
Nonstandard Accommodations		2 / 0																
FLEP		117 / 112	62.8	61.1	58.9	64.9	61.8	599.4	1	1	2	2	40	36	45	40	24	21
Less than Full Academic Year		1213 / 1173	60.1	58.2	56.1	59.8	59.1	574.0	129	11	196	17	474	40	255	22	119	10
Migratory Status		152 / 147	61.6	59.0	56.6	61.7	60.1	581.3	4	3	18	12	82	56	30	20	13	9
Homeless		60 / 58	62.4	58.8	56.8	62.5	60.5	584.7	4	7	6	10	25	43	12	21	11	19
Interrupted Schooling	Yes	38 / 35	55.8	54.2	51.3	53.4	55.1	540.3	13	37	6	17	14	40	1	3	1	3
	No	7921 / 7676	61.5	59.6	58.0	62.3	60.3	586.5	198	3	715	9	3599	47	2152	28	1012	13
Accommodations																		
Standard - All		745 / 721	61.1	50.3	57.9	62.7	59.9	583.1	34	5	81	11	334	46	200	28	72	10
Nonstandard - All		2 / 0																

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RUN DATE: 06/25/09

Attachment A3.1

MICHIGAN Department of Education

STATE
DEMOGRAPHIC REPORT
ELPA
LEVEL III - Grade 3
Spring 2009

MICHIGAN

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

STATE		NUMBER OF STUDENTS ASSESSED/ VALID	MEAN SCALE SCORE						NUMBER AND PERCENT OF STUDENTS AT EACH PROFICIENCY LEVEL									
			Listening	Reading	Writing	Speaking	Comprehension	Overall	BASIC		LOW INTERMEDIATE		HIGH INTERMEDIATE		PROFICIENT		ADVANCED PROFICIENT	
*Cut Score			66	64	62	68	64	619	Total	%	Total	%	Total	%	Total	%	Total	%
Total All Students		6520 / 6314	64.1	61.6	59.1	66.3	62.4	606.5	45	1	502	8	3739	59	1451	23	577	9
Gender																		
Male		3457 / 3343	64.0	61.6	58.4	66.0	62.3	604.9	25	1	291	9	2047	61	707	21	273	8
Female		3063 / 2971	64.2	61.7	59.9	66.6	62.4	608.4	20	1	211	7	1692	57	744	25	304	10
Ethnicity																		
American Indian/Alaskan Native		42 / 41	65.0	62.5	59.8	64.1	63.1	608.4	0	0	3	7	20	49	14	34	4	10
Asian/Pacific Islander		1031 / 1011	64.6	62.5	60.1	66.6	63.0	611.6	12	1	82	8	450	45	304	30	163	16
Black, not of Hispanic origin		204 / 190	64.0	61.4	58.5	67.5	62.1	607.8	1	1	15	8	111	58	44	23	19	10
Hispanic		3009 / 2901	64.1	61.5	58.9	66.4	62.4	605.9	12	0	200	7	1853	64	631	22	205	7
White, not of Hispanic origin		2182 / 2121	63.8	61.4	59.0	65.8	62.1	604.5	20	1	199	9	1284	61	441	21	177	8
Multiracial		43 / 41	65.6	62.5	59.6	68.8	63.5	616.5	0	0	1	2	18	44	16	39	6	15
Additional Reporting Groups																		
Economically Disadvantaged	Yes	5007 / 4837	63.9	61.4	58.8	65.9	62.1	604.4	28	1	403	8	3040	63	1038	21	328	7
	No	1513 / 1477	65.0	62.5	60.0	67.3	63.2	613.2	17	1	99	7	699	47	413	28	249	17
Students with Disabilities	Yes	633 / 602	62.1	59.7	55.2	64.0	60.6	589.0	6	1	124	21	410	68	50	8	12	2
	No	5887 / 5712	64.3	61.8	59.5	66.5	62.6	608.4	39	1	378	7	3329	58	1401	25	565	10
Standard Accommodations		98 / 94	61.8	58.9	52.5	62.9	60.4	583.3	5	5	24	26	53	56	10	11	2	2
Nonstandard Accommodations		0 / 0																
English Language Learners	Yes	5465 / 5301	64.0	61.5	58.9	66.2	62.3	605.5	32	1	444	8	3232	61	1160	22	433	8
	No	1055 / 1013	64.7	62.4	60.0	66.8	63.0	611.9	13	1	58	6	507	50	291	29	144	14
Standard Accommodations		532 / 523	64.1	58.9	58.9	67.0	62.3	605.8	5	1	51	10	302	58	112	21	53	10
Nonstandard Accommodations		0 / 0																
FLEP		200 / 194	66.0	63.4	62.6	68.2	64.2	622.6	0	0	5	3	78	40	69	36	42	22
Less than Full Academic Year		994 / 961	62.8	60.8	57.2	63.1	61.4	594.2	29	3	211	22	490	51	159	17	72	7
Migratory Status		156 / 149	63.3	61.3	58.1	65.0	61.8	600.7	1	1	11	7	106	71	30	20	1	1
Homeless		44 / 43	63.1	61.4	57.8	64.2	61.8	600.0	0	0	5	12	31	72	5	12	2	5
Interrupted Schooling	Yes	49 / 45	60.5	58.5	53.2	58.4	59.0	568.6	4	9	20	44	19	42	1	2	1	2
	No	6471 / 6269	64.1	61.7	59.1	66.3	62.4	606.8	41	1	482	8	3720	59	1450	23	576	9
Accommodations																		
Standard - All		668 / 652	64.2	58.9	58.9	67.3	62.4	607.4	8	1	56	9	367	56	149	23	72	11
Nonstandard - All		0 / 0																

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RUN DATE: 06/25/09

Attachment A3.1

STATE
DEMOGRAPHIC REPORT
ELPA
LEVEL III - Grade 4
Spring 2009

MICHIGAN

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

STATE		NUMBER OF STUDENTS ASSESSED/ VALID	MEAN SCALE SCORE						NUMBER AND PERCENT OF STUDENTS AT EACH PROFICIENCY LEVEL									
			Listening	Reading	Writing	Speaking	Comprehension	Overall	BASIC		LOW INTERMEDIATE		HIGH INTERMEDIATE		PROFICIENT		ADVANCED PROFICIENT	
*Cut Score			67	65	63	69	65	626	Total	%	Total	%	Total	%	Total	%	Total	%
Total All Students		5615 / 5426	65.9	63.2	61.2	67.8	63.9	619.5	37	1	371	7	2635	49	1437	26	946	17
Gender																		
Male		3043 / 2928	65.9	63.3	60.5	67.6	64.0	618.4	21	1	224	8	1437	49	771	26	475	16
Female		2572 / 2498	65.9	63.1	62.0	68.0	63.9	620.9	16	1	147	6	1198	48	666	27	471	19
Ethnicity																		
American Indian/Alaskan Native		31 / 29	67.3	63.5	61.3	65.8	64.6	620.8	0	0	1	3	16	55	7	24	5	17
Asian/Pacific Islander		795 / 765	66.3	64.1	62.2	68.0	64.6	625.2	9	1	63	8	261	34	207	27	225	29
Black, not of Hispanic origin		183 / 178	64.7	62.5	59.7	67.5	62.9	613.5	3	2	23	13	79	44	43	24	30	17
Hispanic		2610 / 2511	66.0	63.2	61.1	68.0	64.1	619.9	10	0	137	5	1292	51	667	27	405	16
White, not of Hispanic origin		1964 / 1912	65.5	62.8	61.1	67.4	63.5	617.3	15	1	145	8	977	51	502	26	273	14
Multiracial		26 / 25	68.0	64.3	62.0	72.2	65.2	632.7	0	0	1	4	6	24	11	44	7	28
Additional Reporting Groups																		
Economically Disadvantaged	Yes	4433 / 4288	65.7	62.9	61.0	67.5	63.7	617.5	25	1	312	7	2218	52	1108	26	625	15
	No	1182 / 1138	66.6	64.2	62.1	68.8	64.8	627.2	12	1	59	5	417	37	329	29	321	28
Students with Disabilities	Yes	649 / 620	64.0	60.8	57.5	65.4	61.9	601.0	4	1	102	16	419	68	73	12	22	4
	No	4966 / 4806	66.1	63.5	61.7	68.1	64.2	621.9	33	1	269	6	2216	46	1364	28	924	19
Standard Accommodations		116 / 109	63.9	59.0	57.7	65.2	61.6	598.4	1	1	17	16	79	72	9	8	3	3
Nonstandard Accommodations		0 / 0																
English Language Learners	Yes	4741 / 4593	65.7	63.0	61.0	67.6	63.7	618.1	33	1	327	7	2323	51	1198	26	712	16
	No	874 / 833	66.9	64.4	62.3	68.6	65.0	627.6	4	0	44	5	312	37	239	29	234	28
Standard Accommodations		436 / 424	65.5	60.3	60.9	68.3	63.7	617.0	3	1	30	7	221	52	108	25	62	15
Nonstandard Accommodations		0 / 0																
FLEP		180 / 176	67.7	65.3	64.2	70.3	65.9	636.8	0	0	1	1	48	27	64	36	63	36
Less than Full Academic Year		868 / 833	64.0	62.0	58.6	63.8	62.5	603.2	31	4	175	21	383	46	137	16	107	13
Migratory Status		138 / 133	65.3	62.9	60.5	66.9	63.7	615.5	3	2	14	11	59	44	32	24	25	19
Homeless		42 / 40	65.7	63.1	59.9	66.6	63.7	615.8	0	0	4	10	22	55	6	15	8	20
Interrupted Schooling	Yes	48 / 47	62.7	61.0	57.3	60.6	61.0	589.4	5	11	13	28	20	43	5	11	4	9
	No	5567 / 5379	65.9	63.2	61.3	67.8	64.0	619.8	32	1	358	7	2615	49	1432	27	942	18
Accommodations																		
Standard - All		559 / 539	65.7	60.3	60.8	68.2	63.8	618.3	3	1	34	6	281	52	137	25	84	16
Nonstandard - All		0 / 0																

* = Minimum expected score for a proficient student.
< = No summary scores provided if < 10 students.

RUN DATE: 06/25/09

Attachment A3.1

MICHIGAN Department of Education

STATE
DEMOGRAPHIC REPORT
ELPA
LEVEL III - Grade 5
Spring 2009

MICHIGAN

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

STATE		NUMBER OF STUDENTS ASSESSED/ VALID	MEAN SCALE SCORE						NUMBER AND PERCENT OF STUDENTS AT EACH PROFICIENCY LEVEL									
			Listening	Reading	Writing	Speaking	Comprehension	Overall	BASIC		LOW INTERMEDIATE		HIGH INTERMEDIATE		PROFICIENT		ADVANCED PROFICIENT	
*Cut Score			68	66	64	69	66	633	Total	%	Total	%	Total	%	Total	%	Total	%
Total All Students		4809 / 4652	67.0	64.5	62.8	68.6	65.0	629.1	61	1	299	6	2025	44	1361	29	906	19
Gender																		
Male		2550 / 2456	66.9	64.4	61.9	68.3	65.0	626.9	33	1	162	7	1166	47	679	28	416	17
Female		2259 / 2196	67.1	64.6	63.7	68.9	65.1	631.6	28	1	137	6	859	39	682	31	490	22
Ethnicity																		
American Indian/Alaskan Native		25 / 25	68.6	64.8	62.7	70.7	65.8	635.2	0	0	1	4	12	48	7	28	5	20
Asian/Pacific Islander		685 / 656	67.4	65.3	63.5	67.7	65.7	632.6	10	2	49	7	227	35	193	29	177	27
Black, not of Hispanic origin		164 / 156	65.8	63.8	61.6	68.5	63.9	623.1	7	4	13	8	73	47	34	22	29	19
Hispanic		2256 / 2178	67.3	64.7	62.9	69.4	65.3	631.7	11	1	107	5	940	43	693	32	427	20
White, not of Hispanic origin		1647 / 1606	66.4	63.9	62.4	67.9	64.4	624.6	33	2	128	8	760	47	421	26	264	16
Multiracial		27 / 26	68.9	65.3	63.4	70.3	65.8	636.0	0	0	0	0	9	35	13	50	4	15
Additional Reporting Groups																		
Economically Disadvantaged	Yes	3765 / 3649	66.8	64.2	62.6	68.5	64.8	627.5	46	1	247	7	1661	46	1072	29	623	17
	No	1044 / 1003	67.7	65.5	63.4	69.0	65.8	634.9	15	1	52	5	364	36	289	29	283	28
Students with Disabilities	Yes	611 / 589	65.2	61.8	59.4	66.5	62.9	610.0	5	1	86	15	393	67	85	14	20	3
	No	4198 / 4063	67.3	64.9	63.2	68.9	65.3	631.9	56	1	213	5	1632	40	1276	31	886	22
Standard Accommodations		81 / 78	65.5	60.5	59.5	66.4	63.2	609.7	0	0	10	13	56	72	11	14	1	1
Nonstandard Accommodations		0 / 0																
English Language Learners	Yes	3949 / 3828	66.7	64.2	62.5	68.3	64.8	626.9	51	1	268	7	1774	46	1096	29	639	17
	No	860 / 824	68.1	66.0	63.9	70.1	66.2	639.4	10	1	31	4	251	30	265	32	267	32
Standard Accommodations		316 / 307	66.9	61.0	62.4	67.6	64.8	624.0	1	0	25	8	163	53	76	25	42	14
Nonstandard Accommodations		0 / 0																
FLEP		161 / 154	69.3	67.4	65.9	72.3	67.3	651.2	0	0	0	0	27	18	61	40	66	43
Less than Full Academic Year		851 / 824	65.0	63.4	60.3	64.7	63.6	612.9	44	5	157	19	335	41	164	20	124	15
Migratory Status		117 / 116	66.8	64.3	62.5	67.2	65.0	626.2	1	1	6	5	59	51	33	28	17	15
Homeless		38 / 37	66.6	64.4	62.4	68.1	65.1	626.1	0	0	4	11	14	38	13	35	6	16
Interrupted Schooling	Yes	56 / 55	62.4	60.4	57.5	60.8	61.1	592.0	7	13	19	35	17	31	7	13	5	9
	No	4753 / 4597	67.0	64.5	62.8	68.7	65.1	629.6	54	1	280	6	2008	44	1354	29	901	20
Accommodations																		
Standard - All		435 / 424	67.4	61.0	62.8	68.7	65.2	628.7	1	0	26	6	203	48	115	27	79	19
Nonstandard - All		0 / 0																

* = Minimum expected score for a proficient student.
< = No summary scores provided if < 10 students.

RUN DATE: 06/25/09

Attachment A3.1

MICHIGAN Department of Education

STATE
DEMOGRAPHIC REPORT
ELPA
LEVEL IV - Grade 6
Spring 2009

MICHIGAN

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

STATE		NUMBER OF STUDENTS ASSESSED/ VALID	MEAN SCALE SCORE						NUMBER AND PERCENT OF STUDENTS AT EACH PROFICIENCY LEVEL									
			Listening	Reading	Writing	Speaking	Comprehension	Overall	BASIC		LOW INTERMEDIATE		HIGH INTERMEDIATE		PROFICIENT		ADVANCED PROFICIENT	
*Cut Score			68	66	64	71	66	635	Total	%	Total	%	Total	%	Total	%	Total	%
Total All Students		4182 / 4013	65.0	62.7	60.1	67.0	63.4	614.1	97	2	828	21	2263	56	649	16	176	4
Gender																		
Male		2254 / 2167	65.1	62.6	59.4	67.1	63.4	612.9	49	2	481	22	1236	57	317	15	84	4
Female		1928 / 1846	64.9	62.8	60.8	67.0	63.4	615.5	48	3	347	19	1027	56	332	18	92	5
Ethnicity																		
American Indian/Alaskan Native		21 / 19	66.6	65.1	62.2	70.8	65.0	631.3	0	0	0	0	12	63	5	26	2	11
Asian/Pacific Islander		562 / 545	65.3	63.3	61.0	66.2	63.7	616.3	20	4	108	20	273	50	96	18	48	9
Black, not of Hispanic origin		161 / 154	64.6	62.5	59.4	66.8	63.1	612.4	4	3	38	25	79	51	25	16	8	5
Hispanic		2025 / 1926	65.2	62.8	60.0	68.0	63.6	616.2	20	1	356	18	1144	59	337	17	69	4
White, not of Hispanic origin		1382 / 1340	64.5	62.2	59.8	65.9	63.0	609.8	52	4	324	24	740	55	178	13	46	3
Multiracial		20 / 20	67.0	63.9	63.0	70.2	64.8	630.3	0	0	0	0	13	65	6	30	1	5
Additional Reporting Groups																		
Economically Disadvantaged	Yes	3328 / 3186	64.9	62.5	59.8	66.9	63.2	612.7	73	2	692	22	1856	58	459	14	106	3
	No	854 / 827	65.5	63.6	61.2	67.7	64.0	619.5	24	3	136	16	407	49	190	23	70	8
Students with Disabilities	Yes	587 / 556	63.5	60.5	57.1	64.7	61.8	598.2	11	2	266	48	250	45	27	5	2	0
	No	3595 / 3457	65.2	63.0	60.5	67.4	63.6	616.7	86	2	562	16	2013	58	622	18	174	5
Standard Accommodations		81 / 74	63.3	61.0	57.6	63.5	61.9	600.0	0	0	36	49	36	49	2	3	0	0
Nonstandard Accommodations		0 / 0																
English Language Learners	Yes	3475 / 3333	64.8	62.5	59.8	66.7	63.2	612.5	80	2	739	22	1912	57	486	15	116	3
	No	707 / 680	65.7	63.7	61.1	68.5	64.2	622.0	17	3	89	13	351	52	163	24	60	9
Standard Accommodations		344 / 319	64.6	61.5	59.9	66.4	63.1	609.6	7	2	91	29	170	53	43	13	8	3
Nonstandard Accommodations		0 / 0																
FLEP		142 / 139	65.9	64.1	61.9	69.8	64.4	625.9	0	0	13	9	80	58	37	27	9	6
Less than Full Academic Year		755 / 716	64.0	61.7	58.1	63.0	62.5	600.9	66	9	234	33	302	42	84	12	30	4
Migratory Status		118 / 112	64.9	62.7	59.2	65.4	63.3	610.4	3	3	26	23	64	57	15	13	4	4
Homeless		49 / 47	64.6	62.5	59.5	65.9	63.1	609.9	2	4	12	26	25	53	7	15	1	2
Interrupted Schooling	Yes	68 / 67	62.8	60.1	56.5	61.0	61.4	588.6	11	16	22	33	32	48	2	3	0	0
	No	4114 / 3946	65.0	62.7	60.1	67.1	63.4	614.5	86	2	806	20	2231	57	647	16	176	4
Accommodations																		
Standard - All		434 / 407	64.9	61.5	60.4	67.1	63.4	612.9	9	2	100	25	217	53	64	16	17	4
Nonstandard - All		0 / 0																

* = Minimum expected score for a proficient student.
< = No summary scores provided if < 10 students.

RUN DATE: 06/25/09

Attachment A3.1

STATE
DEMOGRAPHIC REPORT
ELPA
LEVEL IV - Grade 7
Spring 2009

MICHIGAN

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

STATE		NUMBER OF STUDENTS ASSESSED/ VALID	MEAN SCALE SCORE						NUMBER AND PERCENT OF STUDENTS AT EACH PROFICIENCY LEVEL									
			Listening	Reading	Writing	Speaking	Comprehension	Overall	BASIC		LOW INTERMEDIATE		HIGH INTERMEDIATE		PROFICIENT		ADVANCED PROFICIENT	
*Cut Score			69	67	64	72	67	641	Total	%	Total	%	Total	%	Total	%	Total	%
Total All Students		3990 / 3821	65.9	63.6	61.1	67.8	64.2	621.0	123	3	857	22	1877	49	691	18	273	7
Gender																		
Male		2189 / 2096	65.9	63.4	60.3	67.7	64.0	618.8	70	3	523	25	1043	50	343	16	117	6
Female		1801 / 1725	65.9	64.0	62.2	67.9	64.3	623.6	53	3	334	19	834	48	348	20	156	9
Ethnicity																		
American Indian/Alaskan Native		20 / 19	66.1	63.5	59.2	68.5	63.9	617.3	1	5	6	32	7	37	4	21	1	5
Asian/Pacific Islander		555 / 533	66.1	64.5	62.3	67.3	64.7	625.1	20	4	122	23	197	37	112	21	82	15
Black, not of Hispanic origin		168 / 158	65.0	63.1	60.2	66.8	63.5	614.0	12	8	44	28	67	42	25	16	10	6
Hispanic		1885 / 1794	66.3	63.7	61.1	68.6	64.4	623.0	31	2	367	20	956	53	329	18	111	6
White, not of Hispanic origin		1343 / 1300	65.3	63.2	60.9	67.1	63.8	617.6	58	4	312	24	645	50	216	17	69	5
Multiracial		15 / 13	65.3	61.6	58.9	65.8	62.9	610.3	1	8	5	38	4	31	3	23	0	0
Additional Reporting Groups																		
Economically Disadvantaged	Yes	3151 / 3019	65.8	63.4	60.9	67.8	64.1	619.9	94	3	689	23	1544	51	511	17	181	6
	No	839 / 802	66.0	64.4	62.1	68.0	64.5	625.2	29	4	168	21	333	42	180	22	92	11
Students with Disabilities	Yes	528 / 501	64.3	61.3	58.1	65.9	62.5	604.6	10	2	254	51	205	41	26	5	6	1
	No	3462 / 3320	66.1	64.0	61.6	68.1	64.4	623.5	113	3	603	18	1672	50	665	20	267	8
Standard Accommodations		81 / 76	63.6	64.4	57.4	65.2	62.2	599.8	2	3	45	59	25	33	2	3	2	3
Nonstandard Accommodations		1 / 0																
English Language Learners	Yes	3417 / 3282	65.8	63.5	61.1	67.7	64.1	620.0	103	3	780	24	1625	50	564	17	210	6
	No	573 / 539	66.5	64.5	61.6	68.4	64.8	627.1	20	4	77	14	252	47	127	24	63	12
Standard Accommodations		414 / 396	65.1	63.4	60.4	66.3	63.3	613.0	17	4	129	33	188	47	46	12	16	4
Nonstandard Accommodations		1 / 0																
FLEP		132 / 125	66.8	65.0	62.5	70.5	65.1	632.4	1	1	12	10	59	47	46	37	7	6
Less than Full Academic Year		711 / 673	64.2	62.2	59.1	62.9	62.9	604.3	90	13	221	33	261	39	70	10	31	5
Migratory Status		120 / 112	66.3	64.1	60.9	67.2	64.7	621.6	2	2	27	24	53	47	23	21	7	6
Homeless		16 / 16	65.4	63.1	59.9	67.6	63.6	615.8	1	6	3	19	8	50	4	25	0	0
Interrupted Schooling	Yes	30 / 26	62.5	59.7	54.8	54.0	61.6	574.0	9	35	11	42	5	19	1	4	0	0
	No	3960 / 3795	65.9	63.7	61.2	67.9	64.2	621.3	114	3	846	22	1872	49	690	18	273	7
Accommodations																		
Standard - All		502 / 478	65.1	63.4	60.1	66.0	63.4	613.2	23	5	146	31	229	48	62	13	18	4
Nonstandard - All		1 / 0																

* = Minimum expected score for a proficient student.
< = No summary scores provided if < 10 students.

RUN DATE: 06/25/09

MICHIGAN Department of Education

STATE
DEMOGRAPHIC REPORT
ELPA
LEVEL IV - Grade 8
Spring 2009

MICHIGAN

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

STATE		NUMBER OF STUDENTS ASSESSED/ VALID	MEAN SCALE SCORE						NUMBER AND PERCENT OF STUDENTS AT EACH PROFICIENCY LEVEL									
			Listening	Reading	Writing	Speaking	Comprehension	Overall	BASIC		LOW INTERMEDIATE		HIGH INTERMEDIATE		PROFICIENT		ADVANCED PROFICIENT	
*Cut Score			70	67	65	74	67	648	Total	%	Total	%	Total	%	Total	%	Total	%
Total All Students		4104 / 3909	66.5	64.6	62.5	68.7	64.9	627.8	131	3	760	19	2029	52	688	18	301	8
Gender																		
Male		2271 / 2162	66.5	64.3	61.6	68.6	64.7	625.4	80	4	454	21	1149	53	365	17	114	5
Female		1833 / 1747	66.5	64.9	63.6	68.9	65.1	630.7	51	3	306	18	880	50	323	18	187	11
Ethnicity																		
American Indian/Alaskan Native		21 / 21	66.3	63.9	62.3	71.2	64.4	627.8	0	0	4	19	11	52	5	24	1	5
Asian/Pacific Islander		545 / 527	66.6	65.4	63.9	68.2	65.3	630.9	13	2	111	21	228	43	106	20	69	13
Black, not of Hispanic origin		150 / 143	65.8	63.6	60.5	67.6	64.1	618.4	12	8	36	25	67	47	17	12	11	8
Hispanic		1917 / 1802	66.8	64.8	62.4	69.4	65.1	630.0	36	2	330	18	972	54	326	18	138	8
White, not of Hispanic origin		1457 / 1403	66.1	64.1	62.4	68.1	64.5	624.7	69	5	276	20	746	53	231	16	81	6
Multiracial		12 / 11	66.5	62.9	60.6	69.9	64.3	617.9	1	9	3	27	4	36	3	27	0	0
Additional Reporting Groups																		
Economically Disadvantaged	Yes	3255 / 3092	66.4	64.4	62.2	68.5	64.7	626.3	109	4	634	21	1639	53	502	16	208	7
	No	849 / 817	67.0	65.3	63.6	69.5	65.4	633.3	22	3	126	15	390	48	186	23	93	11
Students with Disabilities	Yes	469 / 448	64.9	62.1	59.1	66.4	63.0	610.2	11	2	192	43	223	50	17	4	5	1
	No	3635 / 3461	66.7	64.9	63.0	69.0	65.1	630.1	120	3	568	16	1806	52	671	19	296	9
Standard Accommodations		61 / 55	63.7	59.0	57.4	65.4	62.1	597.6	4	7	30	55	21	38	0	0	0	0
Nonstandard Accommodations		0 / 0																
English Language Learners	Yes	3581 / 3405	66.4	64.5	62.4	68.5	64.8	626.8	114	3	683	20	1802	53	576	17	230	7
	No	523 / 504	67.2	65.4	63.5	69.9	65.6	634.7	17	3	77	15	227	45	112	22	71	14
Standard Accommodations		397 / 379	65.4	64.0	61.1	66.4	63.8	616.6	32	8	116	31	160	42	41	11	30	8
Nonstandard Accommodations		0 / 0																
FLEP		102 / 95	67.1	65.5	63.7	71.9	65.6	637.7	1	1	11	12	49	52	27	28	7	7
Less than Full Academic Year		707 / 673	64.7	63.1	60.2	63.9	63.4	609.7	93	14	216	32	247	37	83	12	34	5
Migratory Status		121 / 112	66.9	65.2	61.5	67.5	65.5	626.6	4	4	27	24	52	46	17	15	12	11
Homeless		26 / 22	65.8	62.4	58.5	65.0	63.9	613.7	1	5	7	32	11	50	3	14	0	0
Interrupted Schooling	Yes	45 / 41	63.2	61.7	57.3	58.3	62.1	587.7	15	37	11	27	12	29	1	2	2	5
	No	4059 / 3868	66.5	64.6	62.6	68.8	64.9	628.2	116	3	749	19	2017	52	687	18	299	8
Accommodations																		
Standard - All		474 / 452	65.6	64.0	61.4	67.0	64.0	618.6	35	8	128	28	198	44	54	12	37	8
Nonstandard - All		0 / 0																

* = Minimum expected score for a proficient student.
< = No summary scores provided if < 10 students.

RUN DATE: 06/25/09

Attachment A3.1

STATE
DEMOGRAPHIC REPORT
ELPA
LEVEL V - Grade 9
Spring 2009

MICHIGAN

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

STATE		NUMBER OF STUDENTS ASSESSED/ VALID	MEAN SCALE SCORE						NUMBER AND PERCENT OF STUDENTS AT EACH PROFICIENCY LEVEL									
			Listening	Reading	Writing	Speaking	Comprehension	Overall	BASIC		LOW INTERMEDIATE		HIGH INTERMEDIATE		PROFICIENT		ADVANCED PROFICIENT	
*Cut Score			70	68	67	75	68	658	Total	%	Total	%	Total	%	Total	%	Total	%
Total All Students		4023 / 3793	67.1	65.0	62.1	69.5	65.3	631.1	411	11	750	20	1901	50	512	13	219	6
Gender																		
Male		2288 / 2152	67.0	64.8	61.6	69.3	65.1	629.4	241	11	471	22	1062	49	268	12	110	5
Female		1735 / 1641	67.3	65.2	62.8	69.8	65.6	633.4	170	10	279	17	839	51	244	15	109	7
Ethnicity																		
American Indian/Alaskan Native		6 / 4	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<
Asian/Pacific Islander		565 / 532	67.1	65.6	62.5	67.7	65.5	630.5	86	16	104	20	202	38	80	15	60	11
Black, not of Hispanic origin		170 / 152	66.3	64.4	60.6	68.0	64.7	624.9	22	14	42	28	65	43	9	6	14	9
Hispanic		1738 / 1630	67.5	65.4	62.4	70.4	65.7	635.0	120	7	290	18	872	53	263	16	85	5
White, not of Hispanic origin		1519 / 1451	66.8	64.3	61.9	69.3	64.9	627.9	180	12	307	21	748	52	157	11	59	4
Multiracial		15 / 15	67.2	65.0	63.5	74.2	65.1	638.1	0	0	3	20	9	60	3	20	0	0
Additional Reporting Groups																		
Economically Disadvantaged	Yes	3041 / 2870	67.0	64.8	62.0	69.5	65.2	630.2	319	11	580	20	1461	51	377	13	133	5
	No	982 / 923	67.6	65.5	62.6	69.5	65.7	634.2	92	10	170	18	440	48	135	15	86	9
Students with Disabilities	Yes	411 / 380	66.2	63.0	60.1	69.3	64.0	621.0	26	7	143	38	200	53	10	3	1	0
	No	3612 / 3413	67.2	65.2	62.4	69.5	65.5	632.3	385	11	607	18	1701	50	502	15	218	6
Standard Accommodations		37 / 34	65.5	63.0	59.0	64.5	63.3	609.5	6	18	15	44	13	38	0	0	0	0
Nonstandard Accommodations		0 / 0																
English Language Learners	Yes	3457 / 3275	67.1	64.9	62.1	69.5	65.2	630.7	347	11	657	20	1682	51	432	13	157	5
	No	566 / 518	67.6	65.6	62.1	69.2	65.8	633.7	64	12	93	18	219	42	80	15	62	12
Standard Accommodations		250 / 237	66.0	62.7	61.0	65.1	64.0	617.1	49	21	67	28	99	42	16	7	6	3
Nonstandard Accommodations		0 / 0																
FLEP		102 / 96	67.8	65.9	63.7	71.2	66.2	639.5	6	6	21	22	40	42	19	20	10	10
Less than Full Academic Year		958 / 889	65.0	63.1	58.8	63.8	63.3	608.0	285	32	246	28	268	30	58	7	32	4
Migratory Status		84 / 84	66.9	64.5	61.6	68.6	65.2	627.2	7	8	24	29	44	52	7	8	2	2
Homeless		25 / 25	67.7	65.9	61.7	68.2	66.2	631.3	4	16	3	12	10	40	7	28	1	4
Interrupted Schooling	Yes	78 / 73	62.8	61.1	55.7	59.3	61.4	588.4	39	53	22	30	12	16	0	0	0	0
	No	3945 / 3720	67.2	65.1	62.3	69.7	65.4	632.0	372	10	728	20	1889	51	512	14	219	6
Accommodations																		
Standard - All		310 / 292	66.1	62.3	61.2	65.8	64.2	619.1	57	20	78	27	121	41	25	9	11	4
Nonstandard - All		0 / 0																

* = Minimum expected score for a proficient student.
< = No summary scores provided if < 10 students.

RUN DATE: 06/25/09

Attachment A3.1

MICHIGAN Department of Education

STATE
DEMOGRAPHIC REPORT
ELPA
LEVEL V - Grade 10
Spring 2009

MICHIGAN

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

STATE		NUMBER OF STUDENTS ASSESSED/ VALID	MEAN SCALE SCORE						NUMBER AND PERCENT OF STUDENTS AT EACH PROFICIENCY LEVEL									
			Listening	Reading	Writing	Speaking	Comprehension	Overall	BASIC		LOW INTERMEDIATE		HIGH INTERMEDIATE		PROFICIENT		ADVANCED PROFICIENT	
*Cut Score			71	69	67	76	69	661	Total	%	Total	%	Total	%	Total	%	Total	%
Total All Students		3558 / 3349	67.9	65.7	62.9	70.1	66.0	636.5	342	10	604	18	1617	48	565	17	221	7
Gender																		
Male		1912 / 1782	67.7	65.5	62.4	69.9	65.8	634.3	192	11	343	19	872	49	274	15	101	6
Female		1646 / 1567	68.1	66.0	63.5	70.3	66.3	639.0	150	10	261	17	745	48	291	19	120	8
Ethnicity																		
American Indian/Alaskan Native		6 / 5	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<
Asian/Pacific Islander		616 / 577	68.0	66.2	63.1	68.3	66.4	636.5	68	12	106	18	254	44	101	18	48	8
Black, not of Hispanic origin		169 / 160	66.6	64.1	60.5	67.5	64.6	623.3	32	20	45	28	58	36	16	10	9	6
Hispanic		1427 / 1327	68.2	66.2	63.1	71.0	66.4	639.9	93	7	206	16	722	54	226	17	80	6
White, not of Hispanic origin		1314 / 1256	67.6	65.2	63.0	70.4	65.7	635.3	140	11	239	19	575	46	218	17	84	7
Multiracial		17 / 15	65.1	63.5	60.5	65.2	63.5	606.0	6	40	4	27	2	13	3	20	0	0
Additional Reporting Groups																		
Economically Disadvantaged	Yes	2547 / 2397	67.7	65.6	62.9	70.3	65.9	635.8	238	10	448	19	1173	49	405	17	133	6
	No	1011 / 952	68.2	66.0	63.0	69.7	66.4	638.2	104	11	156	16	444	47	160	17	88	9
Students with Disabilities	Yes	334 / 317	66.5	63.2	60.5	69.9	64.4	623.1	25	8	106	33	179	56	6	2	1	0
	No	3224 / 3032	68.0	66.0	63.2	70.1	66.2	637.9	317	10	498	16	1438	47	559	18	220	7
Standard Accommodations		23 / 23	65.5	0.0	60.2	65.3	63.4	614.7	4	17	9	39	10	43	0	0	0	0
Nonstandard Accommodations		0 / 0																
English Language Learners	Yes	3101 / 2927	67.8	65.6	62.9	70.1	66.0	636.0	293	10	539	18	1442	49	484	17	169	6
	No	457 / 422	68.4	66.2	63.1	70.5	66.6	640.1	49	12	65	15	175	41	81	19	52	12
Standard Accommodations		233 / 225	67.6	67.5	62.8	66.1	65.6	629.7	36	16	33	15	113	50	36	16	7	3
Nonstandard Accommodations		0 / 0																
FLEP		118 / 111	69.0	66.5	64.2	70.7	67.0	643.0	8	7	17	15	47	42	28	25	11	10
Less than Full Academic Year		796 / 749	66.1	64.3	60.2	65.5	64.4	618.1	217	29	169	23	243	32	85	11	35	5
Migratory Status		73 / 72	67.6	65.3	62.4	70.4	65.8	635.0	5	7	16	22	40	56	8	11	3	4
Homeless		15 / 14	66.5	65.5	60.8	66.1	64.9	624.7	3	21	4	29	4	29	2	14	1	7
Interrupted Schooling	Yes	111 / 108	63.8	61.7	56.9	61.1	62.1	596.6	55	51	26	24	21	19	3	3	3	3
	No	3447 / 3241	68.0	65.8	63.1	70.4	66.2	637.8	287	9	578	18	1596	49	562	17	218	7
Accommodations																		
Standard - All		277 / 268	67.8	63.3	62.8	66.3	65.8	631.8	39	15	42	16	128	48	46	17	13	5
Nonstandard - All		0 / 0																

* = Minimum expected score for a proficient student.
< = No summary scores provided if < 10 students.

RUN DATE: 06/25/09

Attachment A3.1

STATE
DEMOGRAPHIC REPORT
ELPA
LEVEL V - Grade 11
Spring 2009

MICHIGAN

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

STATE		NUMBER OF STUDENTS ASSESSED/ VALID	MEAN SCALE SCORE						NUMBER AND PERCENT OF STUDENTS AT EACH PROFICIENCY LEVEL									
			Listening	Reading	Writing	Speaking	Comprehension	Overall	BASIC		LOW INTERMEDIATE		HIGH INTERMEDIATE		PROFICIENT		ADVANCED PROFICIENT	
*Cut Score			72	69	67	76	69	664	Total	%	Total	%	Total	%	Total	%	Total	%
Total All Students		2559 / 2418	68.6	66.4	64.0	71.2	66.7	643.4	137	6	632	26	998	41	473	20	178	7
Gender																		
Male		1370 / 1295	68.3	66.2	63.3	71.0	66.4	640.4	81	6	379	29	529	41	218	17	88	7
Female		1189 / 1123	68.9	66.7	64.9	71.5	67.1	646.8	56	5	253	23	469	42	255	23	90	8
Ethnicity																		
American Indian/Alaskan Native		5 / 2	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<
Asian/Pacific Islander		444 / 414	68.7	66.7	64.6	69.8	67.0	644.0	30	7	97	23	166	40	88	21	33	8
Black, not of Hispanic origin		119 / 113	67.2	65.1	61.9	69.3	65.4	631.8	11	10	38	34	45	40	11	10	8	7
Hispanic		963 / 908	69.0	66.8	63.7	72.0	67.1	645.4	32	4	223	25	411	45	182	20	60	7
White, not of Hispanic origin		1010 / 964	68.3	66.1	64.3	71.4	66.4	642.7	60	6	273	28	368	38	187	19	76	8
Multiracial		14 / 13	68.6	65.4	64.5	71.8	66.5	641.8	2	15	0	0	8	62	3	23	0	0
Additional Reporting Groups																		
Economically Disadvantaged	Yes	1781 / 1667	68.4	66.2	63.7	71.1	66.5	641.6	94	6	474	28	693	42	299	18	107	6
	No	778 / 751	69.0	66.9	64.7	71.5	67.2	647.4	43	6	158	21	305	41	174	23	71	9
Students with Disabilities	Yes	205 / 186	66.4	64.0	60.8	70.2	64.4	626.0	15	8	82	44	78	42	10	5	1	1
	No	2354 / 2232	68.8	66.6	64.3	71.3	66.9	644.9	122	5	550	25	920	41	463	21	177	8
Standard Accommodations		26 / 23	65.3	0.0	60.0	65.2	63.4	611.3	5	22	9	39	8	35	1	4	0	0
Nonstandard Accommodations		0 / 0																
English Language Learners	Yes	2244 / 2123	68.5	66.2	63.8	71.1	66.6	642.1	124	6	582	27	886	42	394	19	137	6
	No	315 / 295	69.7	67.9	65.4	72.3	67.9	652.9	13	4	50	17	112	38	79	27	41	14
Standard Accommodations		189 / 177	68.2	68.7	62.9	68.2	66.3	637.7	21	12	36	20	76	43	39	22	5	3
Nonstandard Accommodations		0 / 0																
FLEP		97 / 91	69.0	67.4	64.8	70.8	67.3	646.2	6	7	20	22	38	42	15	16	12	13
Less than Full Academic Year		486 / 461	67.8	65.5	62.6	68.6	65.9	634.2	60	13	144	31	154	33	70	15	33	7
Migratory Status		58 / 57	69.1	66.8	63.7	73.6	67.4	646.6	0	0	16	28	24	42	14	25	3	5
Homeless		20 / 19	67.0	63.6	61.7	70.2	64.9	627.2	3	16	5	26	9	47	2	11	0	0
Interrupted Schooling	Yes	61 / 57	66.0	63.2	58.5	64.8	63.9	612.0	21	37	16	28	14	25	4	7	2	4
	No	2498 / 2361	68.7	66.5	64.2	71.4	66.8	644.2	116	5	616	26	984	42	469	20	176	7
Accommodations																		
Standard - All		224 / 209	68.7	69.3	63.5	68.6	66.8	641.9	21	10	38	18	88	42	50	24	12	6
Nonstandard - All		0 / 0																

* = Minimum expected score for a proficient student.
< = No summary scores provided if < 10 students.

RUN DATE: 06/25/09

Attachment A3.1

STATE
DEMOGRAPHIC REPORT
ELPA
LEVEL V - Grade 12
Spring 2009

MICHIGAN

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

STATE		NUMBER OF STUDENTS ASSESSED/ VALID	MEAN SCALE SCORE						NUMBER AND PERCENT OF STUDENTS AT EACH PROFICIENCY LEVEL									
			Listening	Reading	Writing	Speaking	Comprehension	Overall	BASIC		LOW INTERMEDIATE		HIGH INTERMEDIATE		PROFICIENT		ADVANCED PROFICIENT	
*Cut Score			74	70	68	77	71	672	Total	%	Total	%	Total	%	Total	%	Total	%
Total All Students		2165 / 2057	68.4	66.4	63.8	71.4	66.6	642.8	144	7	671	33	853	41	277	13	112	5
Gender																		
Male		1122 / 1072	68.0	66.0	63.1	71.1	66.2	639.1	82	8	399	37	425	40	133	12	33	3
Female		1043 / 985	68.8	66.9	64.6	71.6	67.1	646.9	62	6	272	28	428	43	144	15	79	8
Ethnicity																		
American Indian/Alaskan Native		3 / 3	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<
Asian/Pacific Islander		407 / 389	67.9	66.2	63.2	69.1	66.3	637.7	38	10	143	37	145	37	39	10	24	6
Black, not of Hispanic origin		103 / 97	67.3	64.8	61.8	69.1	65.2	629.8	13	13	45	46	26	27	9	9	4	4
Hispanic		730 / 680	69.1	67.0	64.0	72.0	67.3	646.8	38	6	179	26	324	48	101	15	38	6
White, not of Hispanic origin		917 / 883	68.1	66.3	64.2	72.1	66.4	643.4	55	6	302	34	353	40	127	14	46	5
Multiracial		4 / 4	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<
Additional Reporting Groups																		
Economically Disadvantaged	Yes	1473 / 1391	68.1	66.2	63.6	71.2	66.4	640.9	116	8	463	33	582	42	163	12	67	5
	No	692 / 666	68.8	67.0	64.3	71.7	67.1	647.0	28	4	208	31	271	41	114	17	45	7
Students with Disabilities	Yes	179 / 171	66.7	64.1	61.3	70.2	64.7	628.4	13	8	95	56	54	32	6	4	3	2
	No	1986 / 1886	68.5	66.6	64.0	71.5	66.8	644.2	131	7	576	31	799	42	271	14	109	6
Standard Accommodations		11 / 10	66.6	0.0	61.3	65.3	64.8	631.4	1	10	5	50	2	20	2	20	0	0
Nonstandard Accommodations		1 / 0																
English Language Learners	Yes	1918 / 1829	68.3	66.3	63.8	71.2	66.5	641.8	134	7	618	34	749	41	234	13	94	5
	No	247 / 228	69.0	67.7	64.2	72.6	67.6	651.4	10	4	53	23	104	46	43	19	18	8
Standard Accommodations		162 / 150	68.1	69.0	64.1	70.4	66.3	641.7	15	10	49	33	59	39	17	11	10	7
Nonstandard Accommodations		0 / 0																
FLEP		109 / 107	68.4	67.2	64.5	71.6	66.8	646.0	9	8	22	21	50	47	19	18	7	7
Less than Full Academic Year		356 / 335	67.2	65.5	61.8	67.8	65.5	630.6	63	19	118	35	98	29	45	13	11	3
Migratory Status		47 / 46	69.3	66.8	64.1	70.4	67.5	645.3	3	7	10	22	26	57	4	9	3	7
Homeless		23 / 21	68.0	66.7	65.0	72.8	66.6	641.7	0	0	10	48	10	48	0	0	1	5
Interrupted Schooling	Yes	54 / 51	65.4	63.4	59.5	65.4	63.9	612.3	18	35	17	33	16	31	0	0	0	0
	No	2111 / 2006	68.4	66.5	63.9	71.5	66.7	643.6	126	6	654	33	837	42	277	14	112	6
Accommodations																		
Standard - All		198 / 185	68.5	69.0	64.4	71.2	66.7	645.4	15	8	55	30	73	39	29	16	13	7
Nonstandard - All		1 / 0																

* = Minimum expected score for a proficient student.
< = No summary scores provided if < 10 students.

RUN DATE: 06/25/09

MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

Functional Independence
Grade 8
Fall 2005

MI Access™ Michigan's Alternate Assessment Program

	English Language Arts								Mathematics							
	Students Assessed	Mean Scale Score	Emerging		Attained		Surpassed		Students Assessed	Mean Scale Score	Emerging		Attained		Surpassed	
			#	%	#	%	#	%			#	%	#	%	#	%
State																
All Students	3183	2835	288	9.0	522	16.4	2373	74.6	3164	2822	596	18.8	744	23.5	1824	57.6
Gender																
Male	2048	2833	200	9.8	355	17.3	1493	72.9	1983	2824	356	18.0	441	22.2	1186	59.8
Female	1134	2837	87	7.7	167	14.7	880	77.6	1181	2819	240	20.3	303	25.7	638	54.0
Ethnicity																
American Indian/Alaskan Native	56	2837	5	8.9	4	7.1	47	83.9	52	2823	5	9.6	9	17.3	38	73.1
Asian/Pacific Islander	19	2829	2	10.5	3	15.8	14	73.7	18	2818	6	33.3	4	22.2	8	44.4
Black, Not of Hispanic Origin	960	2827	139	14.5	200	20.8	621	64.7	946	2813	280	29.6	267	28.2	399	42.2
Hispanic	114	2833	15	13.2	20	17.5	79	69.3	107	2824	17	15.9	25	23.4	65	60.7
White, Not of Hispanic Origin	1924	2838	118	6.1	277	14.4	1529	79.5	1926	2826	264	13.7	415	21.5	1247	64.7
Multiracial	16	2834	1	6.3	3	18.8	12	75.0	16	2828	0	0.0	4	25.0	12	75.0
Other or Not Reported	94	2835	8	8.5	15	16.0	71	75.5	99	2819	24	24.2	20	20.2	55	55.6
Additional Reporting Groups																
Economically Disadvantaged: Yes	1576	2832	173	11.0	282	17.9	1121	71.1	1569	2819	340	21.7	392	25.0	837	53.3
Economically Disadvantaged: No	1607	2837	115	7.2	240	14.9	1252	77.9	1595	2824	256	16.1	352	22.1	987	61.9
English Language Learners: Yes	37	2824	7	18.9	6	16.2	24	64.9	36	2821	7	19.4	7	19.4	22	61.1
English Language Learners: No	3146	2835	281	8.9	516	16.4	2349	74.7	3128	2822	589	18.8	737	23.6	1802	57.6
Formerly Limited English Proficient	18	2826	3	16.7	4	22.2	11	61.1	16	2819	1	6.3	5	31.3	10	62.5
Migrant	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Homeless	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Standard Accommodations - All	1369	2832	132	9.6	271	19.8	966	70.6	1595	2821	320	20.1	383	24.0	892	55.9
Standard Accommodations - ELL Only	10	2820	3	30.0	1	10.0	6	60.0	18	2824	5	27.8	1	5.6	12	66.7

* < 10 students assessed

MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

Functional Independence
Grade 3
Fall 2005

MI Access™ Michigan's Alternate Assessment Program

	English Language Arts								Mathematics							
	Students Assessed	Mean Scale Score	Emerging		Attained		Surpassed		Students Assessed	Mean Scale Score	Emerging		Attained		Surpassed	
			#	%	#	%	#	%			#	%	#	%	#	%
State																
All Students	2699	2327	363	13.4	458	17.0	1878	69.6	2308	2319	438	19.0	492	21.3	1378	59.7
Gender																
Male	1810	2327	222	12.3	320	17.7	1268	70.1	1509	2320	268	17.8	287	19.0	954	63.2
Female	889	2326	141	15.9	138	15.5	610	68.6	799	2316	170	21.3	205	25.7	424	53.1
Ethnicity																
American Indian/Alaskan Native	37	2332	2	5.4	7	18.9	28	75.7	31	2330	3	9.7	4	12.9	24	77.4
Asian/Pacific Islander	28	2327	4	14.3	7	25.0	17	60.7	21	2316	2	9.5	9	42.9	10	47.6
Black, Not of Hispanic Origin	589	2318	125	21.2	140	23.8	324	55.0	545	2312	144	26.4	136	25.0	265	48.6
Hispanic	106	2325	13	12.3	16	15.1	77	72.6	94	2318	17	18.1	23	24.5	54	57.4
White, Not of Hispanic Origin	1783	2330	191	10.7	260	14.6	1332	74.7	1479	2322	240	16.2	292	19.7	947	64.0
Multiracial	20	2326	3	15.0	3	15.0	14	70.0	18	2321	4	22.2	2	11.1	12	66.7
Other or Not Reported	136	2324	25	18.4	25	18.4	86	63.2	120	2315	28	23.3	26	21.7	66	55.0
Additional Reporting Groups																
Economically Disadvantaged: Yes	1212	2326	158	13.0	216	17.8	838	69.1	1039	2319	200	19.2	225	21.7	614	59.1
Economically Disadvantaged: No	1487	2328	205	13.8	242	16.3	1040	69.9	1269	2319	238	18.8	267	21.0	764	60.2
English Language Learners: Yes	56	2323	10	17.9	10	17.9	36	64.3	49	2316	13	26.5	10	20.4	26	53.1
English Language Learners: No	2643	2327	353	13.4	448	17.0	1842	69.7	2259	2319	425	18.8	482	21.3	1352	59.8
Formerly Limited English Proficient	10	2316	3	30.0	1	10.0	6	60.0	10	2312	2	20.0	3	30.0	5	50.0
Migrant	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Homeless	18	2319	3	16.7	5	27.8	10	55.6	18	2312	5	27.8	5	27.8	8	44.4
Standard Accommodations - All	2040	2327	259	12.7	327	16.0	1454	71.3	1677	2318	307	18.3	384	22.9	986	58.8
Standard Accommodations - ELL Only	48	2322	9	18.8	9	18.8	30	62.5	38	2318	9	23.7	7	18.4	22	57.9

* < 10 students assessed

Attachment A3.1

MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

Participation and Supported Independence
Grade 8
Fall 2005

MI Access™ Michigan's Alternate Assessment Program

	Participation								Supported Independence							
	Students Assessed	Mean Earned Points	Emerging		Attained		Surpassed		Students Assessed	Mean Earned Points	Emerging		Attained		Surpassed	
			#	%	#	%	#	%			#	%	#	%	#	%
State																
All Students	257	16	47	18.3	72	28.0	138	53.7	658	18	171	26.0	210	31.9	277	42.1
Gender																
Male	155	16	30	19.4	47	30.3	78	50.3	412	17	122	29.6	122	29.6	168	40.8
Female	102	17	17	16.7	25	24.5	60	58.8	246	19	49	19.9	88	35.8	109	44.3
Ethnicity																
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	10	19	2	20.0	2	20.0	6	60.0
Asian/Pacific Islander	*	*	*	*	*	*	*	*	13	19	3	23.1	3	23.1	7	53.8
Black, Not of Hispanic Origin	47	16	10	21.3	13	27.7	24	51.1	182	18	48	26.4	52	28.6	82	45.1
Hispanic	*	*	*	*	*	*	*	*	20	18	3	15.0	10	50.0	7	35.0
White, Not of Hispanic Origin	169	16	28	16.6	48	28.4	93	55.0	389	17	102	26.2	130	33.4	157	40.4
Multiracial	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Other or Not Reported	23	15	7	30.4	6	26.1	10	43.5	42	16	13	31.0	13	31.0	16	38.1
Additional Reporting Groups																
Economically Disadvantaged: Yes	56	17	5	8.9	16	28.6	35	62.5	220	18	45	20.5	73	33.2	102	46.4
Economically Disadvantaged: No	201	16	42	20.9	56	27.9	103	51.2	438	17	126	28.8	137	31.3	175	40.0
English Language Learners: Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
English Language Learners: No	254	16	47	18.5	71	28.0	136	53.5	651	18	169	26.0	208	32.0	274	42.1
Formerly Limited English Proficient	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Migrant	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Homeless	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

* < 10 students assessed

MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

Participation and Supported Independence
Grade 3
Fall 2005

MI Access™ Michigan's Alternate Assessment Program

	Participation								Supported Independence							
	Students Assessed	Mean Earned Points	Emerging		Attained		Surpassed		Students Assessed	Mean Earned Points	Emerging		Attained		Surpassed	
			#	%	#	%	#	%			#	%	#	%	#	%
State																
All Students	264	15	65	24.6	85	32.2	114	43.2	554	15	119	21.5	111	20.0	324	58.5
Gender																
Male	163	15	42	25.8	47	28.8	74	45.4	377	14	88	23.3	80	21.2	209	55.4
Female	101	15	23	22.8	38	37.6	40	39.6	177	16	31	17.5	31	17.5	115	65.0
Ethnicity																
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	12	12	3	25.0	4	33.3	5	41.7
Black, Not of Hispanic Origin	73	14	25	34.2	24	32.9	24	32.9	139	14	37	26.6	26	18.7	76	54.7
Hispanic	*	*	*	*	*	*	*	*	18	17	1	5.6	5	27.8	12	66.7
White, Not of Hispanic Origin	149	16	30	20.1	51	34.2	68	45.6	334	16	65	19.5	62	18.6	207	62.0
Multiracial	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Other or Not Reported	29	16	7	24.1	7	24.1	15	51.7	45	13	12	26.7	13	28.9	20	44.4
Additional Reporting Groups																
Economically Disadvantaged: Yes	72	14	27	37.5	19	26.4	26	36.1	149	15	35	23.5	29	19.5	85	57.0
Economically Disadvantaged: No	192	16	38	19.8	66	34.4	88	45.8	405	15	84	20.7	82	20.2	239	59.0
English Language Learners: Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
English Language Learners: No	259	15	64	24.7	84	32.4	111	42.9	545	15	118	21.7	111	20.4	316	58.0
Formerly Limited English Proficient	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Migrant	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Homeless	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

* < 10 students assessed

STATE DEMOGRAPHIC REPORT

Functional Independence
Grade 11
Spring 2006

	English Language Arts								Mathematics							
	Students Assessed	Mean Scale Score	Emerging		Attained		Surpassed		Students Assessed	Mean Scale Score	Emerging		Attained		Surpassed	
			#	%	#	%	#	%			#	%	#	%	#	%
State																
All Students	2085	3134	170	8.2	589	28.2	1326	63.6	2090	3117	448	21.4	1157	55.4	485	23.2
Gender																
Male	1327	3133	121	9.1	382	28.8	824	62.1	1313	3121	245	18.7	697	53.1	371	28.3
Female	758	3136	49	6.5	207	27.3	502	66.2	777	3112	203	26.1	460	59.2	114	14.7
Ethnicity																
American Indian/Alaskan Native	28	3135	3	10.7	8	28.6	17	60.7	29	3122	4	13.8	19	65.5	6	20.7
Asian/Pacific Islander	18	3132	1	5.6	8	44.4	9	50.0	17	3106	6	35.3	8	47.1	3	17.6
Black, Not of Hispanic Origin	450	3127	70	15.6	145	32.2	235	52.2	448	3108	143	31.9	256	57.1	49	10.9
Hispanic	73	3140	3	4.1	14	19.2	56	76.7	71	3126	4	5.6	43	60.6	24	33.8
White, Not of Hispanic Origin	1372	3137	75	5.5	365	26.6	932	67.9	1373	3121	243	17.7	750	54.6	380	27.7
Multiracial	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Other or Not Reported	139	3129	18	12.9	49	35.3	72	51.8	147	3110	46	31.3	79	53.7	22	15.0
Additional Reporting Groups																
Economically Disadvantaged: Yes	817	3133	71	8.7	226	27.7	520	63.6	815	3116	180	22.1	454	55.7	181	22.2
Economically Disadvantaged: No	1268	3135	99	7.8	363	28.6	806	63.6	1275	3118	268	21.0	703	55.1	304	23.8
English Language Learners: Yes	17	3137	2	11.8	5	29.4	10	58.8	17	3116	3	17.6	11	64.7	3	17.6
English Language Learners: No	2068	3134	168	8.1	584	28.2	1316	63.6	2073	3117	445	21.5	1146	55.3	482	23.3
Formerly Limited English Proficient	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Migrant	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Homeless	12	3130	4	33.3	0	0.0	8	66.7	12	3111	4	33.3	6	50.0	2	16.7
Standard Accommodations - All	891	3131	90	10.1	283	31.8	518	58.1	989	3116	229	23.2	546	55.2	214	21.6
Standard Accommodations - ELL Only	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

* < 10 students assessed

MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

Functional Independence
Grade 8
Fall 2008

MI Access™ Michigan's Alternate Assessment Program

	English Language Arts								Mathematics							
	Students Assessed	Mean Scale Score	Emerging		Attained		Surpassed		Students Assessed	Mean Scale Score	Emerging		Attained		Surpassed	
			#	%	#	%	#	%			#	%	#	%	#	%
State																
All Students	2361	2829	211	8.9	556	23.5	1594	67.5	2312	2815	380	16.4	1013	43.8	919	39.7
Gender																
Male	1523	2828	139	9.1	395	25.9	989	64.9	1457	2816	212	14.6	613	42.1	632	43.4
Female	838	2832	72	8.6	161	19.2	605	72.2	855	2812	168	19.6	400	46.8	287	33.6
Ethnicity																
American Indian/Alaskan Native	40	2835	2	5.0	6	15.0	32	80.0	36	2822	3	8.3	10	27.8	23	63.9
Asian/Pacific Islander	23	2825	2	8.7	6	26.1	15	65.2	22	2809	5	22.7	10	45.5	7	31.8
Black, Not of Hispanic Origin	731	2825	91	12.4	205	28.0	435	59.5	728	2811	160	22.0	350	48.1	218	29.9
Hispanic	102	2829	12	11.8	25	24.5	65	63.7	94	2814	15	16.0	43	45.7	36	38.3
White, Not of Hispanic Origin	1436	2831	101	7.0	309	21.5	1026	71.4	1403	2817	190	13.5	589	42.0	624	44.5
Multiracial	28	2828	3	10.7	5	17.9	20	71.4	28	2813	7	25.0	11	39.3	10	35.7
Other or Not Reported	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Additional Reporting Groups																
Economically Disadvantaged: Yes	1491	2829	147	9.9	342	22.9	1002	67.2	1460	2815	234	16.0	645	44.2	581	39.8
Economically Disadvantaged: No	870	2830	64	7.4	214	24.6	592	68.0	852	2815	146	17.1	368	43.2	338	39.7
English Language Learners: Yes	60	2825	12	20.0	11	18.3	37	61.7	59	2812	11	18.6	28	47.5	20	33.9
English Language Learners: No	2301	2829	199	8.6	545	23.7	1557	67.7	2253	2815	369	16.4	985	43.7	899	39.9
Formerly Limited English Proficient	36	2824	2	5.6	14	38.9	20	55.6	34	2806	9	26.5	19	55.9	6	17.6
Migrant	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Homeless	16	2825	2	12.5	5	31.3	9	56.3	17	2805	6	35.3	9	52.9	2	11.8
Accommodations																
Standard - All	1175	2828	90	7.7	306	26.0	779	66.3	1253	2815	192	15.3	553	44.1	508	40.5
Nonstandard - All †	(*)								(*)							
Standard ELL Only	25	2818	7	28.0	5	20.0	13	52.0	33	2811	7	21.2	15	45.5	11	33.3
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 A3.1

MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

Functional Independence
Grade 3
Fall 2008

MI Access™ Michigan's Alternate Assessment Program

	English Language Arts								Mathematics							
	Students Assessed	Mean Scale Score	Emerging		Attained		Surpassed		Students Assessed	Mean Scale Score	Emerging		Attained		Surpassed	
			#	%	#	%	#	%			#	%	#	%	#	%
State																
All Students	2250	2320	386	17.2	558	24.8	1306	58.0	1905	2318	380	19.9	467	24.5	1058	55.5
Gender																
Male	1539	2320	259	16.8	371	24.1	909	59.1	1271	2319	232	18.3	303	23.8	736	57.9
Female	711	2319	127	17.9	187	26.3	397	55.8	634	2315	148	23.3	164	25.9	322	50.8
Ethnicity																
American Indian/Alaskan Native	25	2323	2	8.0	6	24.0	17	68.0	25	2319	4	16.0	5	20.0	16	64.0
Asian/Pacific Islander	28	2316	3	10.7	9	32.1	16	57.1	27	2314	8	29.6	5	18.5	14	51.9
Black, Not of Hispanic Origin	541	2314	157	29.0	127	23.5	257	47.5	489	2313	140	28.6	124	25.4	225	46.0
Hispanic	124	2317	25	20.2	34	27.4	65	52.4	102	2316	18	17.6	27	26.5	57	55.9
White, Not of Hispanic Origin	1503	2323	192	12.8	377	25.1	934	62.1	1237	2320	205	16.6	302	24.4	730	59.0
Multiracial	25	2321	6	24.0	4	16.0	15	60.0	21	2321	3	14.3	4	19.0	14	66.7
Other or Not Reported	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Additional Reporting Groups																
Economically Disadvantaged: Yes	1498	2320	276	18.4	356	23.8	866	57.8	1264	2318	257	20.3	304	24.1	703	55.6
Economically Disadvantaged: No	752	2321	110	14.6	202	26.9	440	58.5	641	2318	123	19.2	163	25.4	355	55.4
English Language Learners: Yes	79	2318	15	19.0	22	27.8	42	53.2	63	2317	9	14.3	17	27.0	37	58.7
English Language Learners: No	2171	2320	371	17.1	536	24.7	1264	58.2	1842	2318	371	20.1	450	24.4	1021	55.4
Formerly Limited English Proficient	48	2315	13	27.1	17	35.4	18	37.5	37	2312	13	35.1	9	24.3	15	40.5
Migrant	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Homeless	24	2314	5	20.8	7	29.2	12	50.0	21	2315	3	14.3	11	52.4	7	33.3
Accommodations																
Standard - All	1703	2320	285	16.7	426	25.0	992	58.3	1473	2317	296	20.1	376	25.5	801	54.4
Nonstandard - All †	(*)								(*)							
Standard ELL Only	67	2319	12	17.9	18	26.9	37	55.2	45	2317	6	13.3	13	28.9	26	57.8
Nonstandard ELL Only †	(*)								(*)							

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Note: See reverse for additional information

MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

Participation
Grade 8
Fall 2008

MI Access™ Michigan's Alternate Assessment Program

	English Language Arts								Mathematics							
	Students Assessed	Mean Earned Points	Emerging		Attained		Surpassed		Students Assessed	Mean Earned Points	Emerging		Attained		Surpassed	
			#	%	#	%	#	%			#	%	#	%	#	%
State																
All Students	313	26	143	45.7	108	34.5	62	19.8	313	23	177	56.5	94	30.0	42	13.4
Gender																
Male	199	26	91	45.7	74	37.2	34	17.1	201	24	111	55.2	64	31.8	26	12.9
Female	114	27	52	45.6	34	29.8	28	24.6	112	21	66	58.9	30	26.8	16	14.3
Ethnicity																
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Black, Not of Hispanic Origin	76	30	30	39.5	27	35.5	19	25.0	77	24	39	50.6	25	32.5	13	16.9
Hispanic	22	25	8	36.4	9	40.9	5	22.7	22	21	13	59.1	6	27.3	3	13.6
White, Not of Hispanic Origin	203	25	101	49.8	67	33.0	35	17.2	203	22	120	59.1	59	29.1	24	11.8
Multiracial	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Other or Not Reported	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Additional Reporting Groups																
Economically Disadvantaged: Yes	109	26	49	45.0	39	35.8	21	19.3	109	23	62	56.9	33	30.3	14	12.8
Economically Disadvantaged: No	204	26	94	46.1	69	33.8	41	20.1	204	23	115	56.4	61	29.9	28	13.7
English Language Learners: Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
English Language Learners: No	307	26	139	45.3	107	34.9	61	19.9	307	23	173	56.4	93	30.3	41	13.4
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

MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

Participation
Grade 3
Fall 2008

MI Access™ Michigan's Alternate Assessment Program

	English Language Arts								Mathematics							
	Students Assessed	Mean Earned Points	Emerging		Attained		Surpassed		Students Assessed	Mean Earned Points	Emerging		Attained		Surpassed	
			#	%	#	%	#	%			#	%	#	%	#	%
State																
All Students	371	28	141	38.0	139	37.5	91	24.5	370	28	118	31.9	121	32.7	131	35.4
Gender																
Male	230	28	88	38.3	85	37.0	57	24.8	229	28	70	30.6	79	34.5	80	34.9
Female	141	28	53	37.6	54	38.3	34	24.1	141	28	48	34.0	42	29.8	51	36.2
Ethnicity																
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	12	27	3	25.0	8	66.7	1	8.3	12	33	2	16.7	5	41.7	5	41.7
Black, Not of Hispanic Origin	96	26	39	40.6	36	37.5	21	21.9	96	28	32	33.3	29	30.2	35	36.5
Hispanic	19	18	10	52.6	8	42.1	1	5.3	19	20	8	42.1	8	42.1	3	15.8
White, Not of Hispanic Origin	235	29	86	36.6	84	35.7	65	27.7	235	29	73	31.1	76	32.3	86	36.6
Multiracial	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Other or Not Reported	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Additional Reporting Groups																
Economically Disadvantaged: Yes	153	27	59	38.6	55	35.9	39	25.5	153	29	45	29.4	55	35.9	53	34.6
Economically Disadvantaged: No	218	28	82	37.6	84	38.5	52	23.9	217	28	73	33.6	66	30.4	78	35.9
English Language Learners: Yes	12	19	7	58.3	4	33.3	1	8.3	12	24	3	25.0	6	50.0	3	25.0
English Language Learners: No	359	28	134	37.3	135	37.6	90	25.1	358	28	115	32.1	115	32.1	128	35.8
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

MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

Supported Independence
Grade 8
Fall 2008

MI Access™ Michigan's Alternate Assessment Program

	English Language Arts								Mathematics							
	Students Assessed	Mean Earned Points	Emerging		Attained		Surpassed		Students Assessed	Mean Earned Points	Emerging		Attained		Surpassed	
			#	%	#	%	#	%			#	%	#	%	#	%
State																
All Students	521	41	103	19.8	213	40.9	205	39.3	520	39	57	11.0	196	37.7	267	51.3
Gender																
Male	347	41	70	20.2	143	41.2	134	38.6	347	39	38	11.0	133	38.3	176	50.7
Female	174	42	33	19.0	70	40.2	71	40.8	173	39	19	11.0	63	36.4	91	52.6
Ethnicity																
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	10	43	2	20.0	4	40.0	4	40.0	10	42	1	10.0	4	40.0	5	50.0
Black, Not of Hispanic Origin	143	41	28	19.6	56	39.2	59	41.3	142	38	22	15.5	50	35.2	70	49.3
Hispanic	21	43	3	14.3	11	52.4	7	33.3	20	37	2	10.0	9	45.0	9	45.0
White, Not of Hispanic Origin	333	41	65	19.5	136	40.8	132	39.6	334	39	32	9.6	124	37.1	178	53.3
Multiracial	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Other or Not Reported	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Additional Reporting Groups																
Economically Disadvantaged: Yes	224	42	37	16.5	98	43.8	89	39.7	225	40	25	11.1	72	32.0	128	56.9
Economically Disadvantaged: No	297	40	66	22.2	115	38.7	116	39.1	295	38	32	10.8	124	42.0	139	47.1
English Language Learners: Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
English Language Learners: No	513	41	101	19.7	209	40.7	203	39.6	512	39	56	10.9	192	37.5	264	51.6
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

MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

Supported Independence
Grade 3
Fall 2008

MI Access™ Michigan's Alternate Assessment Program

	English Language Arts								Mathematics							
	Students Assessed	Mean Earned Points	Emerging		Attained		Surpassed		Students Assessed	Mean Earned Points	Emerging		Attained		Surpassed	
			#	%	#	%	#	%			#	%	#	%	#	%
State																
All Students	486	38	81	16.7	208	42.8	197	40.5	480	35	71	14.8	229	47.7	180	37.5
Gender																
Male	346	37	59	17.1	148	42.8	139	40.2	340	35	48	14.1	162	47.6	130	38.2
Female	140	38	22	15.7	60	42.9	58	41.4	140	33	23	16.4	67	47.9	50	35.7
Ethnicity																
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	12	34	3	25.0	6	50.0	3	25.0	12	31	3	25.0	5	41.7	4	33.3
Black, Not of Hispanic Origin	125	37	22	17.6	49	39.2	54	43.2	123	36	22	17.9	46	37.4	55	44.7
Hispanic	20	37	4	20.0	8	40.0	8	40.0	20	35	2	10.0	10	50.0	8	40.0
White, Not of Hispanic Origin	323	38	51	15.8	143	44.3	129	39.9	319	34	44	13.8	165	51.7	110	34.5
Multiracial	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Other or Not Reported	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Additional Reporting Groups																
Economically Disadvantaged: Yes	234	40	30	12.8	89	38.0	115	49.1	230	37	28	12.2	101	43.9	101	43.9
Economically Disadvantaged: No	252	35	51	20.2	119	47.2	82	32.5	250	33	43	17.2	128	51.2	79	31.6
English Language Learners: Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
English Language Learners: No	479	37	80	16.7	205	42.8	194	40.5	473	35	71	15.0	225	47.6	177	37.4
Formerly Limited English Proficient	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Migrant	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Homeless	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

* < 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

STATE DEMOGRAPHIC REPORT

Functional Independence
Grade 11
Spring 2008

	English Language Arts								Mathematics							
	Students Assessed	Mean Scale Score	Emerging		Attained		Surpassed		Students Assessed	Mean Scale Score	Emerging		Attained		Surpassed	
			#	%	#	%	#	%			#	%	#	%	#	%
State																
All Students	1897	3130	233	12.3	701	37.0	963	50.8	1897	3113	564	29.7	979	51.6	354	18.7
Gender																
Male	1153	3129	144	12.5	431	37.4	578	50.1	1155	3116	296	25.6	590	51.1	269	23.3
Female	744	3131	89	12.0	270	36.3	385	51.7	742	3108	268	36.1	389	52.4	85	11.5
Ethnicity																
American Indian/Alaskan Native	19	3138	0	0.0	6	31.6	13	68.4	19	3122	3	15.8	12	63.2	4	21.1
Asian/Pacific Islander	13	3130	1	7.7	6	46.2	6	46.2	13	3118	1	7.7	10	76.9	2	15.4
Black, Not of Hispanic Origin	548	3121	108	19.7	235	42.9	205	37.4	552	3103	255	46.2	257	46.6	40	7.2
Hispanic	66	3128	10	15.2	22	33.3	34	51.5	65	3115	11	16.9	46	70.8	8	12.3
White, Not of Hispanic Origin	1239	3134	111	9.0	428	34.5	700	56.5	1236	3117	288	23.3	649	52.5	299	24.2
Multiracial	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Other or Not Reported	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Additional Reporting Groups																
Economically Disadvantaged: Yes	1067	3127	151	14.2	403	37.8	513	48.1	1069	3112	332	31.1	561	52.5	176	16.5
Economically Disadvantaged: No	830	3133	82	9.9	298	35.9	450	54.2	828	3114	232	28.0	418	50.5	178	21.5
English Language Learners: Yes	42	3121	10	23.8	16	38.1	16	38.1	42	3113	10	23.8	27	64.3	5	11.9
English Language Learners: No	1855	3130	223	12.0	685	36.9	947	51.1	1855	3113	554	29.9	952	51.3	349	18.8
Formerly Limited English Proficient	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Migrant	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Homeless	18	3129	2	11.1	7	38.9	9	50.0	18	3110	6	33.3	10	55.6	2	11.1
Accommodations																
Standard - All	789	3125	111	14.1	344	43.6	334	42.3	960	3112	282	29.4	522	54.4	156	16.3
Nonstandard - All †	(*)								(*)							
Standard ELL Only	19	3111	6	31.6	8	42.1	5	26.3	20	3118	3	15.0	13	65.0	4	20.0
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

NAEP Reading Grade 4 Overall Results

National Center for Education Statistics (NCES)
Institute of Education Sciences (IES)
National Assessment of Educational Progress (NAEP)
This report was generated using the NAEP Data Explorer. http://nces.ed.gov/nationsreportcard/naepdata/

Report 1: Table

Average scale scores for reading, grade 4, by year, jurisdiction, and All students [TOTAL]: 2003, 2005, and 2007

Year	Jurisdiction	All students	
		Average scale score	Standard error
2007	Michigan	220	(1.4)
2005	Michigan	218	(1.5)
2003	Michigan	219	(1.2)

NOTE: The NAEP Reading scale ranges from 0 to 500. Some apparent differences between estimates may not be statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005 and 2007 Reading Assessments.

NAEP Reading Grade 8 Overall Results 2003-2007

National Center for Education Statistics (NCES)
Institute of Education Sciences (IES)
National Assessment of Educational Progress (NAEP)
This report was generated using the NAEP Data Explorer. http://nces.ed.gov/nationsreportcard/naepdata/

Report 1: Table

Average scale scores for reading, grade 8, by year, jurisdiction, and All students [TOTAL]: 2003, 2005, and 2007

Year	Jurisdiction	All students	
		Average scale score	Standard error
2007	Michigan	260	(1.2)
2005	Michigan	261	(1.2)
2003	Michigan	264	(1.8)

NOTE: The NAEP Reading scale ranges from 0 to 500. Some apparent differences between estimates may not be statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005 and 2007 Reading Assessments.

NAEP Mathematics Grade 4 Overall Results

National Center for Education Statistics (NCES)
Institute of Education Sciences (IES)
National Assessment of Educational Progress (NAEP)
This report was generated using the NAEP Data Explorer. http://nces.ed.gov/nationsreportcard/naepdata/

Report 1: Table

Average scale scores and percentile scores for mathematics, grade 4, by year, jurisdiction, and All students [TOTAL]: 2003, 2005, 2007, and 2009

Year	Jurisdiction	All students											
		Average scale score	Standard error	10th percentile	Standard error	25th percentile	Standard error	50th percentile	Standard error	75th percentile	Standard error	90th percentile	Standard error
2009	Michigan	236	(1.0)	196	(2.1)	217	(1.1)	238	(1.0)	257	(1.4)	273	(1.2)
2007	Michigan	238	(1.3)	198	(3.4)	219	(1.8)	240	(1.2)	258	(1.8)	273	(1.0)
2005	Michigan	238	(1.2)	198	(2.0)	219	(1.6)	240	(1.4)	258	(1.0)	274	(1.8)
2003	Michigan	236	(0.9)	197	(2.1)	216	(1.2)	237	(1.0)	256	(1.0)	272	(1.2)

NOTE: The NAEP Mathematics scale ranges from 0 to 500. Some apparent differences between estimates may not be statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Mathematics Assessments.

NAEP Mathematics Grade 8 Overall Results

National Center for Education Statistics (NCES)
Institute of Education Sciences (IES)
National Assessment of Educational Progress (NAEP)
This report was generated using the NAEP Data Explorer. http://nces.ed.gov/nationsreportcard/naepdata/

Report 1: Table

Average scale scores for mathematics, grade 8, by year, jurisdiction, and All students [TOTAL]: 2003, 2005, 2007, and 2009

Year	Jurisdiction	All students	
		Average scale score	Standard error
2009	Michigan	278	(1.6)
2007	Michigan	277	(1.4)
2005	Michigan	277	(1.5)
2003	Michigan	276	(2.0)

NOTE: The NAEP Mathematics scale ranges from 0 to 500. Some apparent differences between estimates may not be statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Mathematics Assessments.

Results by Subgroups on NAEP Reading Grade 4 2003-2007

National Center for Education Statistics (NCES)
Institute of Education Sciences (IES)
National Assessment of Educational Progress (NAEP)
This report was generated using the NAEP Data Explorer. http://nces.ed.gov/nationsreportcard/naepdata/

Report 1: Table

Average scale scores for reading, grade 4, by year, jurisdiction, and Disability status of student, including 504 [IEP]: 2003, 2005, and 2007

Year	Jurisdiction	SD		Not SD	
		Average scale score	Standard error	Average scale score	Standard error
2007	Michigan	191	(3.1)	223	(1.3)
2005	Michigan	194	(4.4)	220	(1.4)
2003	Michigan	186	(4.4)	221	(1.2)

NOTE: The NAEP Reading scale ranges from 0 to 500. Some apparent differences between estimates may not be statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005 and 2007 Reading Assessments.

Report 2: Table

Average scale scores for reading, grade 4, by year, jurisdiction, and Gender [GENDER]: 2003, 2005, and 2007

Year	Jurisdiction	Male		Female	
		Average scale score	Standard error	Average scale score	Standard error
2007	Michigan	216	(1.6)	224	(1.5)
2005	Michigan	216	(1.8)	221	(1.6)
2003	Michigan	216	(1.4)	222	(1.3)

NOTE: The NAEP Reading scale ranges from 0 to 500. Some apparent differences between estimates may not be statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005 and 2007 Reading Assessments.

Report 3: Table

Average scale scores for reading, grade 4, by year, jurisdiction, and Natl School Lunch Prog eligibility (3 categories) [SLUNCH3]: 2003, 2005, and 2007

Year	Jurisdiction	Eligible		Not eligible		Info not available	
		Average scale score	Standard error	Average scale score	Standard error	Average scale score	Standard error
2007	Michigan	204	(1.7)	229	(1.2)	‡	(†)
2005	Michigan	201	(2.2)	227	(1.3)	‡	(†)
2003	Michigan	201	(1.8)	229	(0.9)	212	(7.0)

‡ Reporting standards not met.
† Not applicable.
NOTE: The NAEP Reading scale ranges from 0 to 500. Some apparent differences between estimates may not be statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005 and 2007 Reading Assessments.

Report 4: Table

Average scale scores for reading, grade 4, by year, jurisdiction, and Race/ethnicity (from school records) [SDRACE]: 2003, 2005, and 2007

Year	Jurisdiction	White		Black		Hispanic		Asian/Pacific Island		American Indian		Unclassified	
		Average scale score	Standard error	Average scale score	Standard error	Average scale score	Standard error	Average scale score	Standard error	Average scale score	Standard error	Average scale score	Standard error
2007	Michigan	227	(1.2)	197	(2.7)	210	(4.2)	233	(4.6)	‡	(†)	‡	(†)
2005	Michigan	226	(1.4)	190	(2.7)	208	(4.3)	224	(5.0)	‡	(†)	‡	(†)
2003	Michigan	228	(0.9)	189	(2.0)	205	(3.4)	232	(8.4)	‡	(†)	‡	(†)

‡ Reporting standards not met.
† Not applicable.
NOTE: Black includes African American, Hispanic includes Latino, Pacific Islander includes Native Hawaiian, and American Indian includes Alaska Native. Race categories exclude Hispanic origin unless specified. The NAEP Reading scale ranges from 0 to 500. Some apparent differences between estimates may not be statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005 and 2007 Reading Assessments.

Results by Subgroups on NAEP Reading Grade 8 2003-2007

National Center for Education Statistics (NCES)
Institute of Education Sciences (IES)
National Assessment of Educational Progress (NAEP)
This report was generated using the NAEP Data Explorer. http://nces.ed.gov/nationsreportcard/naepdata/

Report 1: Table

Average scale scores for reading, grade 8, by year, jurisdiction, and Disability status of student, including 504 [IEP]: 2003, 2005, and 2007

Year	Jurisdiction	SD		Not SD	
		Average scale score	Standard error	Average scale score	Standard error
2007	Michigan	224	(3.2)	265	(1.1)
2005	Michigan	230	(3.5)	264	(1.1)
2003	Michigan	228	(4.8)	267	(1.7)

NOTE: The NAEP Reading scale ranges from 0 to 500. Some apparent differences between estimates may not be statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005 and 2007 Reading Assessments.

Report 2: Table

Average scale scores for reading, grade 8, by year, jurisdiction, and Gender [GENDER]: 2003, 2005, and 2007

Year	Jurisdiction	Male		Female	
		Average scale score	Standard error	Average scale score	Standard error
2007	Michigan	255	(1.5)	266	(1.4)
2005	Michigan	256	(1.5)	266	(1.3)
2003	Michigan	259	(2.1)	270	(2.0)

NOTE: The NAEP Reading scale ranges from 0 to 500. Some apparent differences between estimates may not be statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005 and 2007 Reading Assessments.

Report 3: Table

Average scale scores for reading, grade 8, by year, jurisdiction, and Natl School Lunch Prog eligibility (3 categories) [SLUNCH3]: 2003, 2005, and 2007

Year	Jurisdiction	Eligible		Not eligible		Info not available	
		Average scale score	Standard error	Average scale score	Standard error	Average scale score	Standard error
2007	Michigan	244	(1.9)	268	(1.2)	‡	(†)
2005	Michigan	246	(1.9)	267	(1.4)	‡	(†)
2003	Michigan	247	(3.2)	272	(1.1)	261	(5.9)

‡ Reporting standards not met.
† Not applicable.
NOTE: The NAEP Reading scale ranges from 0 to 500. Some apparent differences between estimates may not be statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005 and 2007 Reading Assessments.

Report 4: Table

Average scale scores for reading, grade 8, by year, jurisdiction, and Race/ethnicity (from school records) [SDRACE]: 2003, 2005, and 2007

Year	Jurisdiction	White		Black		Hispanic		Asian/Pacific Island		American Indian		Unclassified	
		Average scale score	Standard error	Average scale score	Standard error	Average scale score	Standard error	Average scale score	Standard error	Average scale score	Standard error	Average scale score	Standard error
2007	Michigan	267	(1.0)	236	(2.5)	241	(4.7)	‡	(†)	‡	(†)	‡	(†)
2005	Michigan	268	(1.2)	239	(2.1)	250	(4.1)	‡	(†)	‡	(†)	‡	(†)
2003	Michigan	272	(1.1)	242	(4.5)	257	(3.4)	‡	(†)	‡	(†)	‡	(†)

‡ Reporting standards not met.
† Not applicable.
NOTE: Black includes African American, Hispanic includes Latino, Pacific Islander includes Native Hawaiian, and American Indian includes Alaska Native. Race categories exclude Hispanic origin unless specified. The NAEP Reading scale ranges from 0 to 500. Some apparent differences between estimates may not be statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005 and 2007 Reading Assessments.

Results by Subgroups on NAEP Mathematics Grade 4 2003-2009

National Center for Education Statistics (NCES)
Institute of Education Sciences (IES)
National Assessment of Educational Progress (NAEP)
This report was generated using the NAEP Data Explorer. http://nces.ed.gov/nationsreportcard/naepdata/

Report 1: Table

Average scale scores for mathematics, grade 4, by year, jurisdiction, and Disability status of student, excluding 504 [IEP2009]: 2003, 2005, 2007, and 2009

Year	Jurisdiction	SD		Not SD (including 504)	
		Average scale score	Standard error	Average scale score	Standard error
2009	Michigan	220	(2.2)	238	(1.0)
2007	Michigan	—	(†)	—	(†)
2005	Michigan	—	(†)	—	(†)
2003	Michigan	—	(†)	—	(†)

‡ Reporting standards not met.
— Not available.
† Not applicable.
NOTE: The NAEP Mathematics scale ranges from 0 to 500. Some apparent differences between estimates may not be statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Mathematics Assessments.

Report 2: Table

Average scale scores for mathematics, grade 4, by year, jurisdiction, and Gender [GENDER]: 2003, 2005, 2007, and 2009

Year	Jurisdiction	Male		Female	
		Average scale score	Standard error	Average scale score	Standard error
2009	Michigan	238	(1.3)	235	(1.0)
2007	Michigan	238	(1.4)	237	(1.3)
2005	Michigan	240	(1.3)	236	(1.4)
2003	Michigan	238	(1.1)	233	(1.0)

NOTE: The NAEP Mathematics scale ranges from 0 to 500. Some apparent differences between estimates may not be statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Mathematics Assessments.

Report 3: Table

Average scale scores for mathematics, grade 4, by year, jurisdiction, and Natl School Lunch Prog eligibility (3 categories) [SLUNCH3]: 2003, 2005, 2007, and 2009

Year	Jurisdiction	Eligible		Not eligible		Info not available	
		Average scale score	Standard error	Average scale score	Standard error	Average scale score	Standard error
2009	Michigan	222	(1.3)	247	(1.1)	‡	(†)
2007	Michigan	224	(1.8)	246	(1.2)	‡	(†)
2005	Michigan	223	(1.4)	246	(1.2)	‡	(†)
2003	Michigan	220	(1.1)	245	(0.9)	225	(5.9)

‡ Reporting standards not met.
† Not applicable.
NOTE: The NAEP Mathematics scale ranges from 0 to 500. Some apparent differences between estimates may not be statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Mathematics Assessments.

Report 4: Table

Average scale scores for mathematics, grade 4, by year, jurisdiction, and Race/ethnicity (from school records) [SDRACE]: 2003, 2005, 2007, and 2009

Year	Jurisdiction	White		Black		Hispanic		Asian/Pacific Island		American Indian		Unclassified	
		Average scale score	Standard error	Average scale score	Standard error	Average scale score	Standard error	Average scale score	Standard error	Average scale score	Standard error	Average scale score	Standard error
2009	Michigan	243	(1.0)	212	(1.8)	227	(2.7)	252	(4.1)	‡	(†)	‡	(†)
2007	Michigan	244	(1.2)	216	(2.6)	230	(4.0)	261	(3.5)	‡	(†)	‡	(†)
2005	Michigan	245	(1.0)	211	(1.8)	224	(4.0)	250	(4.2)	‡	(†)	‡	(†)
2003	Michigan	244	(0.9)	209	(1.3)	223	(3.4)	248	(3.6)	‡	(†)	‡	(†)

‡ Reporting standards not met.
† Not applicable.
NOTE: Black includes African American, Hispanic includes Latino, Pacific Islander includes Native Hawaiian, and American Indian includes Alaska Native. Race categories exclude Hispanic origin unless specified. The NAEP Mathematics scale ranges from 0 to 500. Some apparent differences between estimates may not be statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Mathematics Assessments.

Results by Subgroups on NAEP Mathematics Grade 8 2003-2009

National Center for Education Statistics (NCES)
Institute of Education Sciences (IES)
National Assessment of Educational Progress (NAEP)
This report was generated using the NAEP Data Explorer. http://nces.ed.gov/nationsreportcard/naepdata/

Report 1: Table

Average scale scores for mathematics, grade 8, by year, jurisdiction, and Disability status of student, including 504 [IEP]: 2003, 2005, 2007, and 2009

Year	Jurisdiction	SD	Not SD

		Average scale score	Standard error	Average scale score	Standard error
2009	Michigan	239	(2.2)	283	(1.6)
2007	Michigan	238	(2.9)	281	(1.4)
2005	Michigan	243	(2.9)	281	(1.5)
2003	Michigan	240	(3.9)	280	(1.9)

NOTE: The NAEP Mathematics scale ranges from 0 to 500. Some apparent differences between estimates may not be statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Mathematics Assessments.

Report 2: Table

Average scale scores for mathematics, grade 8, by year, jurisdiction, and Gender [GENDER]: 2003, 2005, 2007, and 2009

		Male		Female	
Year	**Jurisdiction**	Average scale score	Standard error	Average scale score	Standard error
2009	Michigan	280	(1.9)	277	(1.6)
2007	Michigan	278	(1.5)	275	(1.6)
2005	Michigan	279	(1.7)	275	(1.8)
2003	Michigan	277	(2.3)	276	(2.0)

NOTE: The NAEP Mathematics scale ranges from 0 to 500. Some apparent differences between estimates may not be statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Mathematics Assessments.

Report 3: Table

Average scale scores for mathematics, grade 8, by year, jurisdiction, and Natl School Lunch Prog eligibility (3 categories) [SLUNCH3]: 2003, 2005, 2007, and 2009

Year	Jurisdiction	Eligible		Not eligible		Info not available	
		Average scale score	Standard error	Average scale score	Standard error	Average scale score	Standard error
2009	Michigan	260	(2.0)	289	(1.4)	‡	(†)
2007	Michigan	259	(2.2)	285	(1.3)	‡	(†)
2005	Michigan	258	(2.0)	285	(1.6)	‡	(†)
2003	Michigan	257	(3.2)	285	(1.8)	272	(7.0)

‡ Reporting standards not met.
† Not applicable.
NOTE: The NAEP Mathematics scale ranges from 0 to 500. Some apparent differences between estimates may not be statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Mathematics Assessments.

Report 4: Table

Average scale scores for mathematics, grade 8, by year, jurisdiction, and Race/ethnicity (from school records) [SDRACE]: 2003, 2005, 2007, and 2009

Year	Jurisdiction	White		Black		Hispanic		Asian/Pacific Island		American Indian		Unclassified	
		Average scale score	Standard error	Average scale score	Standard error	Average scale score	Standard error	Average scale score	Standard error	Average scale score	Standard error	Average scale score	Standard error
2009	Michigan	286	(1.3)	246	(2.1)	269	(4.1)	309	(6.5)	‡	(†)	‡	(†)
2007	Michigan	285	(1.1)	244	(2.2)	259	(3.8)	‡	(†)	‡	(†)	‡	(†)
2005	Michigan	285	(1.6)	247	(2.0)	265	(3.8)	‡	(†)	‡	(†)	‡	(†)
2003	Michigan	286	(1.3)	245	(3.5)	267	(4.2)	‡	(†)	‡	(†)	‡	(†)

‡ Reporting standards not met.
† Not applicable.
NOTE: Black includes African American, Hispanic includes Latino, Pacific Islander includes Native Hawaiian, and American Indian includes Alaska Native. Race categories exclude Hispanic origin unless specified. The NAEP Mathematics scale ranges from 0 to 500. Some apparent differences between estimates may not be statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Mathematics Assessments.

Attachment B1.1

MF 5-9

The Council of Chief State School Officers and
The National Governors Association Center for Best Practices

Common Core Standards
Memorandum of Agreement

Purpose. This document commits states to a state-led process that will draw on evidence and lead to development and adoption of a common core of state standards (common core) in English language arts and mathematics for grades K-12. These standards will be aligned with college and work expectations, include rigorous content and skills, and be internationally benchmarked. The intent is that these standards will be aligned to state assessment and classroom practice. The second phase of this initiative will be the development of common assessments aligned to the core standards developed through this process.

Background. Our state education leaders are committed to ensuring all students graduate from high school ready for college, work, and success in the global economy and society. State standards provide a key foundation to drive this reform. Today, however, state standards differ significantly in terms of the incremental content and skills expected of students.

Over the last several years, many individual states have made great strides in developing high-quality standards and assessments. These efforts provide a strong foundation for further action. For example, a majority of states (35) have joined the American Diploma Project (ADP) and have worked individually to align their state standards with college and work expectations. Of the 15 states that have completed this work, studies show significant similarities in core standards across the states. States also have made progress through initiatives to upgrade standards and assessments, for example, the New England Common Assessment Program.

Benefits to States. The time is right for a state-led, nation-wide effort to establish a common core of standards that raises the bar for all students. This initiative presents a significant opportunity to accelerate and drive education reform toward the goal of ensuring that all children graduate from high school ready for college, work, and competing in the global economy and society. With the adoption of this common core, participating states will be able 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 to educators is based on identified need and best practices;
- Develop and implement an assessment system to measure student performance against the common core; and
- Evaluate policy changes needed to help students and educators meet the common core standards and "end-of-high-school" expectations.

An important tenet of this work will be to increase the rigor and relevance of state standards across all participating states; therefore, no state will see a decrease in the level of student expectations that exist in their current state standards.

Process and Structure

- **Common Core State-Based Leadership.** The Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center) shall assume responsibility for coordinating the process that will lead to state adoption of a common core set of standards. These organizations represent governors and state commissioners of education who are charged with defining K-12 expectations at the state level. As such, these organizations will

facilitate a state-led process to develop a set of common core standards in English language arts and math that are:

- Fewer, clearer, and higher, to best drive effective policy and practice;
- Aligned with college and work expectations, so that all students are prepared for success upon graduating from high school;
- Inclusive of rigorous content and application of knowledge through high-order skills, so that all students are prepared for the 21st century;
- Internationally benchmarked, so that all students are prepared for succeeding in our global economy and society; and
- Research and evidence-based.

☐ **National Validation Committee.** CCSSO and the NGA Center will create an expert validation group that will serve a several purposes, including validating end-of-course expectations, providing leadership for the development of K-12 standards, and certifying state adoption of the common core. The group will be comprised of national and international experts on standards. Participating states will have the opportunity to nominate individuals to the group. The national validation committee shall provide an independent review of the common core. The national validation committee will review the common core as it is developed and offer comments, suggestions, and validation of the process and products developed by the standards development group. The group will use evidence as the driving factor in validating the common core.

☐ **Develop End-of-High-School Expectations.** CCSSO and the NGA Center will convene Achieve, ACT and the College Board in an open, inclusive, and efficient process to develop a set of end-of-high-school expectations in English language arts and mathematics based on evidence. We will ask all participating states to review and provide input on these expectations. This work will be completed by July 2009.

☐ **Develop K-12 Standards in English Language Arts and Math.** CCSSO and the NGA Center will convene Achieve, ACT, and the College Board in an open, inclusive, and efficient process to develop K-12 standards that are grounded in empirical research and draw on best practices in standards development. We will ask participating states to provide input into the drafting of the common core and work as partners in the common core standards development process. This work will be completed by December 2009.

☐ **Adoption.** The goal of this effort is to develop a true common core of state standards that are internationally benchmarked. Each state adopting the common core either directly or by fully aligning its state standards may do so in accordance with current state timelines for standards adoption not to exceed three (3) years.

This effort is voluntary for states, and it is fully intended that states adopting the common core may choose to include additional state standards beyond the common core. States that choose to align their standards to the common core standards agree to ensure that the common core represents at least 85 percent of the state's standards in English language arts and mathematics.

Further, the goal is to establish an ongoing development process that can support continuous improvement of this first version of the common core based on research and evidence-based learning and can support the development of assessments that are aligned to the common core across the states, for accountability and other appropriate purposes.

- **National Policy Forum.** CCSSO and the NGA Center will convene a National Policy Forum (Forum) comprised of signatory national organizations (e.g., the Alliance for Excellent Education, Business Roundtable, National School Boards Association, Council of Great City Schools, Hunt Institute, National Association of State Boards of Education, National Education Association, and others) to share ideas, gather input, and inform the common core initiative. The forum is intended as a place for refining our shared understanding of the scope and elements of a common core; sharing and coordinating the various forms of implementation of a common core; providing a means to develop common messaging between and among participating organizations; and building public will and support.

- **Federal Role.** The parties support a state-led effort and not a federal effort to develop a common core of state standards; there is, however, an appropriate federal role in supporting this state-led effort. In particular, the federal government can provide key financial support for this effort in developing a common core of state standards and in moving toward common assessments, such as through the Race to the Top Fund authorized in the American Recovery and Reinvestment Act of 2009. Further, the federal government can incentivize this effort through a range of tiered incentives, such as providing states with greater flexibility in the use of existing federal funds, supporting a revised state accountability structure, and offering financial support for states to effectively implement the standards. Additionally, the federal government can provide additional long-term financial support for the development of common assessments, teacher and principal professional development, other related common core standards supports, and a research agenda that can help continually improve the common core over time. Finally, the federal government can revise and align existing federal education laws with the lessons learned from states' international benchmarking efforts and from federal research.

Agreement. The undersigned state leaders agree to the process and structure as described above and attest accordingly by our signature(s) below.

Signatures	
Governor:	(b)(6)
Chief State School Officer:	

Attachment B1.2

STATE OF MICHIGAN

JENNIFER M. GRANHOLM
GOVERNOR

OFFICE OF THE GOVERNOR
LANSING

JOHN D. CHERRY, JR.
LT. GOVERNOR

Chief Operating Officer
Fax Number (517) 241-5026
CONFIDENTIAL
FAX COVER SHEET

Date: May 6, 2009 **Time:** 3:44 p.m. **Number of Pages:** 4
(Including this Cover Sheet)

To: Dane Linn **Copy:** **Fax Number:** 202-624-7825

From:
- ☐ Daniel Krichbaum
- ☐ Fred Hoffman
- ☒ Chuck Wilbur
- ☐ Pearl Dekker

☐ Urgent Reply Needed ☐ Reply Needed ☒ As Requested

☐ For Your Information ☐ Per Our Conversation

Comments:
Attached is the MOA you had requested Governor Granholm sign. Please let me know if you need anything else. Thank you.

Pearl Dekker
517-335-7824
dekkerp@michigan.gov

Attachment B1.2

Dear Governors and Chief State School Officers,

Since 1983 when *A Nation at Risk* was released, states have made tremendous strides in increasing the academic rigor of education provided to the nation's students. Yet despite 26 years of standards-based education, America's children still remain behind other nations in terms of academic achievement and preparedness to succeed in the global economy. The time has come for the nation's states to join together to collectively develop a set of standards that increase academic rigor and relevance; prepare all students for postsecondary education and workforce training; and are internationally benchmarked.

As you are aware, the Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center) have been working together and with partners to galvanize support, build the relationships, and create the conditions necessary to embark on a common core standards initiative that will be the beginning of positive change in American education.

Attached you will find a Memorandum of Agreement (MOA), which outlines the process and conditions by which the common core standards will be developed as well as the roles and responsibilities of states in this effort. This document is now ready for your consideration and potential signatures. For a state to be considered a full participant in this initiative, both the governor and chief state school officer must sign the agreement. Please sign and fax (202.408.8076) or send electronically with signatures to Dane Linn at NGA Center (dlinn@nga.org) or Scott Montgomery at CCSSO (scottm@ccsso.org) by Friday, May 8, 2009. Please also submit a point(s) of contact to include name, title, email, and phone number.

While we have been clear along the way that signing the MOA is an indication that a state will engage in the process, the MOA does not bind states to adopting the final product. Signing the MOA engages a state to review and comment on the development of

Attachment B1.2

The Council of Chief State School Officers and
The National Governors Association Center for Best Practices

Common Core Standards
Memorandum of Agreement

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Attachment B1.2

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Attachment B1.2

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Agreement. The undersigned state leaders agree to the process and structure as described above and attest accordingly by our signature(s) below.

(b)(6)

Governor/ Chief State	Signatures

Attachment B1.3

Article Published in October Issue of Education Connection – MDE Publication

COMMON CORE STATE STANDARDS AVAILABLE FOR COMMENT

NGA Center, CCSSO Release First Official Public Draft of the College- and Career-Readiness Standards

The National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) have released the first official public draft of the college and career-readiness standards in English language arts and mathematics as a first step in the Common Core State Standards Initiative, a process being led by governors and chief state school officers in 51 states and territories. The NGA Center and CCSSO are next beginning the process of developing the K-12 standards that will enable students to meet the validated college and career-readiness standards.

Michigan is one of the states participating in the initiative and plans to adopt the Common Core State Standards. Michigan's current K-8 Grade Level Content Expectations (GLCE) for English Language Arts and Mathematics, adopted by the State Board of Education in 2004, are based on the Michigan Curriculum Framework, a set of standards and benchmarks adopted in 1995. A next step in the standards development process in Michigan includes aligning the K-8 standards and expectations with those for success beyond high school. The K-12 Common Core Standards will provide vertically aligned standards and expectations for ELA and Mathematics in Michigan.

An initial review of the draft Common Core college- and career-readiness standards indicates alignment with Michigan's HSCE for English Language Arts and Mathematics at the standard level, allowing for reorganization of the HSCE under the proposed new standards. These standards define the knowledge and skills students should have to succeed in entry-level, credit-bearing, academic college courses and in workforce training programs.

The NGA, CCSSO and the Michigan Department of Education are encouraging those interested in the standards to provide feedback, which must be supported by research and evidence, by October 21 at www.corestandards.org.

After the feedback period, the standards are subject to review by an expert Validation Committee composed of national and international experts on standards. This group will review the standards development process and the substance of the standards to ensure they are research- and evidence-based.

The college- and career-readiness standards have been informed by input from education and content experts and feedback from participating states. They were developed based on the following guiding considerations:

- **Fewer, clearer, higher:** It is critical that any standards document be translatable to and teachable in the classroom. As such, the standards must cover only those areas that are critical for student success.
- **Evidence:** Each document includes sources of evidence for the standards. Evidence informed what was included in the standards.
- **Internationally benchmarked:** These standards are informed by the content, rigor and organization of standards of high-performing countries and states.
- **Special populations:** In the development of these standards, the inclusion of all types of learners was a priority.
- **Assessment:** The standards will ultimately be the basis for a system of high quality assessments.
- **Standards and curriculum:** Standards are not curriculum. The curriculum that follows will continue to be a local responsibility (or state-led, where appropriate).
- **21st century skills:** The draft English-language arts and mathematics standards have incorporated 21st century skills.

Attachment B1.4

JENNIFER M. GRANHOLM
GOVERNOR

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

September 28, 2009

MEMORANDUM

TO: Local and Intermediate School District Superintendents and Public School Academy Directors

FROM: Sally Vaughn, Ph.D., Deputy Superintendent/Chief Academic Director

SUBJECT: Common Core State Standards Available for Comment

The National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) have released the first official public draft of the college- and career-readiness standards in English language arts and mathematics as a first step in the Common Core State Standards Initiative, a process being led by governors and chief state school officers in 51 states and territories. The NGA Center and CCSSO are next beginning the process of developing the K-12 standards that will enable students to meet the validated college- and career-readiness standards.

Michigan is one of the states participating in the initiative and will seriously consider adoption of the Common Core State Standards. Michigan's current K-8 Grade Level Content Expectations (GLCE) for English Language Arts and Mathematics, adopted by the State Board of Education in 2004, are based on the Michigan Curriculum Framework, a set of standards and benchmarks adopted in 1995. A next step in the standards development process in Michigan includes aligning the K-8 standards and expectations with those for success beyond high school. The K-12 Common Core Standards will provide vertically aligned standards and expectations for English language arts and mathematics in Michigan.

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STATE BOARD OF EDUCATION

KATHLEEN N. STRAUS – PRESIDENT • JOHN C. AUSTIN – VICE PRESIDENT
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608 WEST ALLEGAN STREET • P.O. BOX 30008 • LANSING, MICHIGAN 48909
www.michigan.gov/mde • (517) 373-3324

The NGA Center, CCSSO, and the Michigan Department of Education are encouraging those interested in the standards to provide feedback, which must be supported by research and evidence, by October 21, 2009, at www.corestandards.org.

After the feedback period, the standards are subject to review by an expert Validation Committee composed of national and international experts on standards. This group will review the standards development process and the substance of the standards to ensure they are research- and evidence-based.

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- **Special populations:** In the development of these standards, the inclusion of all types of learners was a priority.
- **Assessment:** The standards will ultimately be the basis for a system of high quality assessments.
- **Standards and curriculum:** Standards are not curriculum. The curriculum that follows will continue to be a local responsibility (or state-led, where appropriate).
- **21st century skills:** The draft English language arts and mathematics standards have incorporated 21st century skills.

If you have questions or need additional information, please contact Deborah Clemmons at 517-241-4285 or clemmonsd@michigan.gov.

c: William Mayes, MASA
David Martell, MSBO
Dan Quisenbery, MAPSA
Billie Wimmer, MCCSA

Attachment B1.5

AGENDA

MICHIGAN
STATE BOARD OF EDUCATION

Ladislaus B. Dombrowski Board Room
Fourth Floor, John A. Hannah Building
608 West Allegan
Lansing, Michigan

October 13, 2009
9:30 a.m.

Regular Meeting

I. CALL TO ORDER

II. APPROVAL OF AGENDA AND ORDER OF PRIORITY

Committee of the Whole Meeting

III. DISCUSSION ITEMS

** A. Presentation of the Draft 2009 State of Michigan Educational Technology Plan (Education Improvement and Innovation – MaryAlice Galloway)

B. Presentation on Common Core Standards (Education Improvement and Innovation – MaryAlice Galloway)

C. Presentation on Draft State Board of Education Integrating Mental Health in Schools Policy (Grants Coordination and School Support – Mary Ann Chartrand)

D. Presentation on Proposed Performance Standards for MEAP-Access Grades 3-8 Reading and Mathematics Assessments (Educational Assessment and Accountability – Joseph Martineau)

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 517/373-3900 (voice) or 517/373-9434 (TDD) a week in advance to request mobility, visual, hearing, or other assistance.

E. Presentation on National Consortium on Health Sciences Education (NCHSE) National Healthcare Foundation Skills Assessment for Career and Technical Education (CTE) Health Science Students and the Use of the National Cut Scores (Career and Technical Education – Patty Cantu)

F. Presentation/Discussion on American Recovery and Reinvestment Act (ARRA) of 2009 (Executive Office – Jann Jencka)

G. Discussion Regarding Criteria for Grant Programs

- Criteria for the *Early On* Michigan Interagency Collaboration Grant Awards under the FY 2009-2010 Part C Allocation to Michigan

IV. RECESS

Regular Meeting

V. CALL TO ORDER

VI. APPROVAL OF STATE BOARD OF EDUCATION MINUTES

H. Approval of Minutes of Regular and Committee of the Whole Meeting of September 9, 2009

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.)

Reports

I. Human Resources Report

J. Report on the Midland County Educational Service Agency Plan for the Delivery of Special Education Programs and Services (Special Education and Early Intervention – Jacquelyn Thompson)

K. Report on Administrative Rule Waivers

L. Report on Department of Education Cosponsorship

M. Report on Property Transfer Decisions

Grants

N. Report on Grant Awards

- 2008-2009 Section 57 Advanced and Accelerated Program – Amendment
- 2009-2010 Early On Formula Allocation Grants (Part C of the Individuals with Disabilities Education Act) – Initial
- 2009-2010 Early On Formula Allocation Grants (Part C of the Individuals with Disabilities Education Act) – Amendment
- 2008-2009 IDEA, Part B Mandated Activities Projects – Amendment ($772,500)
- 2008-2009 IDEA, Part B Mandated Activities Projects – Amendment ($50,000)
- 2009-2010 Special Education-State Personnel Development Grant – Continuation
- 2009-2010 School Breakfast Challenge – Initial
- 2009-2010 National School Lunch Program Equipment Assistance Grant – Initial
- 2009-2010 National School Lunch Program Equipment Assistance Grant – Amendment
- 2008-2009 Title II, Part A(3) – Improving Teacher Quality – Initial
- 2009-2010 Michigan Charter School Grant Program – Continuation
- 2009-2010 Secondary Perkins State Leadership – Initial
- 2008-2009 Title I, Part C Summer Migrant Program Allocations – Amendment
- 2008-2009 Title III, English Language Acquisition Program – Amendment
- 2008-2009 Designated State Aid Grant – School-Based Crisis Intervention – Continuation
- 2008-2009 Title I, Part A – Improving Basic Programs – Amendment
- 2009-2010 Training and Technical Assistance for William F. Goodling Even Start Family Literacy Programs – Continuation
- 2009-2010 Individuals with Disabilities Act, Sec. 619 Preschool Grants: American Recovery and Reinvestment Act (ARRA) of 2009 – Initial
- 2009-2010 Early On Formula Allocation Grants (Part C of the Individuals with Disabilities Education Act) for the American Recovery and Reinvestment Act (ARRA) of 2009 – Initial
- 2009-2010 Title I Schoolwide Program Planning Grant – Initial
- 2009-2010 IDEA, Part B Mandated Activities Projects – Initial
- 2009-2010 Training and Technical Assistance for 21st Century Community Learning Centers Program Grant – Continuation
- 2009-2010 21st Century Community Learning Centers (21st CCLC) Evaluation Grant – Continuation

- 2007-2009 Michigan After-School Partnership Grant – Amendment
- 2008-2009 21st Century Schools Grant – Initial
- * 2009-20010 Early On Formula Allocation Grants (Part C of the Individuals with Disabilities Education Act) - Initial

IX. REPORT OF MICHIGAN TEACHER OF THE YEAR

X. PUBLIC PARTICIPATION IN STATE BOARD OF EDUCATION MEETING

XI. DISCUSSION/ACTION ITEMS

O. State and Federal Legislative Report (Legislative Director - Lisa Hansknecht)

P. Approval of Michigan's Position on Proposed NASBE Bylaws Changes, Public Policy Positions and Election of Officers

Q. Approval of Robert M. Miller College as a Teacher Preparation Institution with Probationary Approval (Professional Preparation Services – Flora Jenkins)

R. Approval of Finlandia University as a Teacher Preparation Institution with Probationary Approval (Professional Preparation Services – Flora Jenkins)

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

S. Approval of Criteria for the *Early On* Michigan Interagency Collaboration Grant Awards under the FY 2009-2010 Part C Allocation to Michigan (Early Childhood Education and Family Services – Lindy Buch)

Approval

T. Approval of Michigan Educational Technology Standards for Students (Education Improvement and Innovation – MaryAlice Galloway)

U. Approval of Camp T Spending Plan (Financial Management – Rick Floria)

Resolution

V. Adoption of Resolution Regarding Local School Board Member Recognition Month

W. Adoption of Resolution Regarding Inclusive Schools Week

XIII. COMMENTS BY STATE BOARD OF EDUCATION MEMBERS

XIV. TENTATIVE AGENDA FOR NEXT MEETING

XV. FUTURE MEETING DATES

A. Tuesday, November 10, 2009
B. Tuesday, December 8, 2009
C. Tuesday, January 12, 2010
D. Tuesday, February 9, 2010

XVI. ADJOURNMENT

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* This item has been added to the agenda.
** This item has been removed from the agenda.

Attachment B1.6

PRINT CLOSE

News Release

09/01/2009

Fifty-One States And Territories Join Common Core State Standards Initiative

NGA Center, CCSSO Convene State-led Process to Develop Common English-language arts and Mathematics Standards

Contact: Jodi Omear, 202-624-5346 Office of Communications

WASHINGTON—The National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) today released the names of the states and territories that have joined the Common Core State Standards Initiative: **Alabama; Arizona; Arkansas; California; Colorado; Connecticut; Delaware; District of Columbia; Florida; Georgia; Hawaii; Idaho; Illinois; Indiana; Iowa; Kansas; Kentucky; Louisiana; Maine; Maryland; Massachusetts; Michigan; Minnesota; Mississippi; Missouri; Montana; Nebraska; Nevada; New Hampshire; New Jersey; New Mexico; New York; North Carolina; North Dakota; Ohio; Oklahoma; Oregon; Pennsylvania; Puerto Rico; Rhode Island; South Carolina; South Dakota; Tennessee; Utah; Vermont; Virgin Islands; Virginia; Washington; West Virginia; Wisconsin; Wyoming**.

In the twenty-six years since the release of *A Nation at Risk,* states have made great strides in increasing the academic rigor of education standards. Yet, America's children still remain behind other nations in terms of academic achievement and preparedness to succeed.

By signing on to the common core state standards initiative, governors and state commissioners of education across the country are committing to joining a state-led process to develop a common core of state standards in English language arts and mathematics for grades K-12. These standards will be research and evidence-based, internationally benchmarked, aligned with college and work expectations and include rigorous content and skills.

"To maintain America's competitive edge, we need all of our students to be prepared and ready to compete with students from around the world," said **NGA Vice Chair Vermont Gov. Jim Douglas**. "Common standards that allow us to internationally benchmark our students' performance with other top countries have the potential to bring about a real and meaningful transformation of our education system to the benefit of all Americans."

"As state school chiefs, we have been discussing and building momentum for state-led, voluntary common

standards that are both rigorous and internationally benchmarked for the past two years," stated **CCSSO President and Arkansas Commissioner of Education Ken James**. "The broad level of commitment we have received from states across the nation for this unprecedented

effort is both gratifying and exciting. It also clearly illustrates that this is an idea whose time has arrived."

The Common Core State Standards Initiative is being jointly led by the NGA Center and CCSSO in partnership with Achieve, Inc; ACT and the College Board. It builds directly on recent efforts of leading organizations and states that have focused on developing college- and career-ready standards and ensures that these standards can be internationally benchmarked to top-performing countries around the world. The goal is to have a common core of state standards that states can voluntarily adopt. States may choose to include additional standards beyond the common core as long as the common core represents at least 85 percent of the state's standards in English language arts and mathematics.

"Measuring our students against international benchmarks is an important step," said **Virginia Gov. Timothy Kaine**. "Today, we live in a world without borders. It not only matters how Virginia students compare to those in surrounding states – it matters how we compete with countries across the world."

"Only when we agree about what all high school graduates need to be successful will we be able to tackle the most significant challenge ahead of us: transforming instruction for every child," said **CCSSO President-Elect and Maine Education Commissioner Sue Gendron**. "Common standards will provide educators clarity and direction about what all children need to succeed in college and the workplace and allow states to more readily share best practices that dramatically improve teaching and learning. Our graduates and frankly, the future of our economy, cannot wait any longer for our educational practices to give equal opportunity for success to every student."

The NGA Center and CCSSO are coordinating the process to develop these standards and have created an expert validation committee to provide an independent review of the common core state standards, as well as the grade-by-grade standards. This committee will be composed of nationally and internationally recognized and trusted education experts who are neutral to – and independent of – the process. The college- and career-ready standards are expected to be completed in September 2009. The grade-by-grade standards work is expected to be completed in January 2010.

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Founded in 1908, the National Governors Association (NGA) is the collective voice of the nation's governors and one of Washington, D.C.'s most respected public policy organizations. Its members are the governors of the 50 states, three territories and two commonwealths. NGA provides governors and their senior staff members with services that range from representing states on Capitol Hill and before the Administration on key federal issues to developing and implementing innovative solutions to public policy challenges through the NGA Center for Best Practices. For more information, visit www.nga.org.

The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public. www.ccsso.org.

Please note that this printable version may not contain the full text of any PDF files or other attachments.

Printed from the NGA web site.

Attachment B1.7

Michigan Merit Curriculum Content Expectation and Guideline Completion Schedule

Total Number of Credits	Required For High School Graduation Class 2011 (Students entering 8th grade in 2006)	Content Expectation Completion Date
4 Credits	ENGLISH LANGUAGE ARTS - Content Expectations	April 2006
	English 9, 10	August 2006
	English 11,12	January 2007
4 Credits	MATHEMATICS - Content Expectations	April 2006
	Algebra I, Algebra II, Geometry + 1 additional math or math-related credit in final year	August 2006
	Optional - Precalculus, Statistics & Probability	August 2006
	Integrated Math	September 2006
3 Credits	SCIENCE - Content Expectations	October 2006
	Biology, Chemistry or Physics + 1 additional science credit	October 2006
	Optional - Earth Science	October 2006
3 Credits	SOCIAL STUDIES - Content Expectations	October 2007
	Civics, Economics, U.S. History & Geography, World History & Geography	October 2007
1 Credit	VISUAL, PERFORMING AND APPLIED ARTS - Guidelines	August 2007
1 Credit	PHYSICAL AND HEALTH EDUCATION - Guidelines & Expectations	October 2007 Draft February 2008 State Board
Non-Credit or Credit	ONLINE EXPERIENCE - Guidelines	October 2006
2 Credits in Grades 9-12 or Equivalent K-12 Experience	LANGUAGES OTHER THAN ENGLISH (LOTE) - Guidelines Effective beginning with Class of 2016	July 2007

Updated 10.07

MICHIGAN Department of Education

Attachment B1.8

MICHIGAN MERIT CURRICULUM (MMC)
High School Graduation Requirements

Effective for Students Entering 8th Grade in 2006 (Class of 2011)

To prepare Michigan's students with the knowledge and skills needed for the jobs in the 21st Century, the State of Michigan has enacted a rigorous new set of statewide graduation requirements that are among the best in the nation. With these new graduation requirements, students will be well-prepared for future success in college and the workplace.

The Michigan Merit Curriculum requires students entering 8th grade in 2006, to obtain a minimum of 16 credits for graduation, which could be met using alternative instructional delivery methods such as alternative course work, humanities course sequences, career and technology courses, industrial technology or vocational education courses, or through a combination of these programs. In addition, students entering the 3rd grade in 2006 (Class of 2016) will need to complete two credits of a language other than English in grades 9-12; OR an equivalent learning experience in grades K-12 prior to graduation.

Michigan Merit Curriculum High School Graduation Requirements	
MATHEMATICS - 4 Credits	
Algebra I	Geometry
Algebra II	One math course in final year of high school
ENGLISH LANGUAGE ARTS - 4 Credits	
English Language Arts 9	English Language Arts 11
English Language Arts 10	English Language Arts 12
SCIENCE - 3 Credits	
Biology	One additional science credit
Physics or Chemistry	
SOCIAL STUDIES - 3 Credits	
.5 credit in Civics	.5 credit in Economics
U.S. History and Geography	World History and Geography
PHYSICAL EDUCATION & HEALTH - 1 Credit	
VISUAL, PERFORMING AND APPLIED ARTS - 1 Credit	
ONLINE LEARNING EXPERIENCE **Course, Learning or Integrated Learning Experience**	
LANGUAGE OTHER THAN ENGLISH - 2 Credits **In grades 9-12; OR an equivalent learning experience in grades K-12 effective for students entering third grade in 2006 (Class 2016)**	

All required courses/credits must be aligned with Course/Credit Content Expectations and Guidelines developed by Michigan Department of Education, may be acquired through Career and Technical Education programs, and integrated courses.

Attachment B1.8

Michigan Merit High School Graduation Requirement Overview

Goal: To ensure that Michigan's high school graduates have the necessary skills to succeed either in postsecondary education or in the workplace.

Components:

- Sixteen mandatory credits, which are aligned with recommended college- and work-ready curriculum:
  - Four credits in English language arts.
  - Four credits in math, including Geometry and Algebra I and II. At least one math course must be taken during the student's senior year.
  - Three credits in science, with use of labs, including biology and chemistry or physics.
  - Three credits in social sciences including U.S. History & Geography, World History & Geography, .5 Civics, .5 Economics.
  - One credit in Visual, Performing and Applied Arts.
  - One credit in Physical Education and Health.
  - All high school students must also participate in an online course or learning experience.
  - Effective for the class of 2016, the credit requirement will increase to 18 credits, to include two credits in world languages. Students may receive credit if they have had a similar learning experience in grades K-12.
- Awarding credit is based on proficiency in expectations, not seat time and can be earned prior to a student entering high school or by testing-out.
- Credit may be earned through one or more of the following: alternative course work, humanities course sequences, career and technical education, industrial technology courses, or vocational education.
- Credit can be earned through advanced studies such as accelerated course placement, advanced placement, dual enrollment, or international baccalaureate program or an early college/middle college program.
- Requirement that the department of education develops subject area content expectations and subject area assessments to evaluate whether students have met those expectations.
- Option for a student's parent to request a personal curriculum for the student which is developed with the high school counselor or other designee selected by the high school principal. The personal curriculum is for that *small percentage* of students who seek to exceed the requirements of the MMC or for students with disabilities who need special accommodation and modifications.
- Beginning with students entering 8th grade in 2006 (Class of 2011), schools must give 7th grade students the opportunity to create an educational development plan based on a career pathways program or similar career exploration program. All students must create a plan before entering high school.
- The superintendent of public instruction may designate up to 15 specialty high schools that are exempt from certain requirements of the Michigan Merit High School Graduation Requirements. These specialty schools are eligible for exemptions if the school:
- Incorporates a significant reading and writing component throughout its curriculum.
- Uses a specialized, innovative and rigorous curriculum in areas such as performing

arts, world language, and extensive use of internships or other learning innovations.

• Demonstrates the following: mean scores from ACT math and science exams that exceed by 10% the district average; an 85% graduation rate; and enrollment of 75% of graduates into a postsecondary institution.

Attachment B1.9

THE REVISED SCHOOL CODE (EXCERPT)
Act 451 of 1976

380.1278 Core academic curriculum.

Sec. 1278.

(1) In addition to the requirements for accreditation under section 1280 specified in that section, if the board of a school district wants all of the schools of the school district to be accredited under section 1280, the board shall provide to all pupils attending public school in the district a core academic curriculum in compliance with subsection (3) in each of the curricular areas specified in the state board recommended model core academic curriculum content standards developed under subsection (2). The state board model core academic curriculum content standards shall encompass academic and cognitive instruction only. For purposes of this section, the state board model core academic curriculum content standards shall not include attitudes, beliefs, or value systems that are not essential in the legal, economic, and social structure of our society and to the personal and social responsibility of citizens of our society.

(2) Recommended model core academic curriculum content standards shall be developed and periodically updated by the state board, shall be in the form of knowledge and skill content standards that are recommended as state standards for adoption by public schools in local curriculum formulation and adoption, and shall be distributed to each school district in the state.....

380.1278b Award of high school diploma; credit requirements; annual report.

(3) For the purposes of this section and section 1278a, the department shall do all of the following:

(a) Develop subject area content expectations that apply to the credit requirements of the Michigan merit standard that are required under subsection (1)(a) and (b) and section 1278a(1)(a)(i) and (ii) and develop guidelines for the remaining credit requirements of the Michigan merit standard that are required under this section and section 1278a(1)(a), for the online course or learning experience required under section 1278a(1)(b), and for the requirements for a language other than English under section 1278a(2). All of the following apply to these subject area content expectations and guidelines:

(i) All subject area content expectations shall be consistent with the state board recommended model core academic curriculum content standards under section 1278. Subject area content expectations or guidelines shall not include attitudes, beliefs, or value systems that are not essential in the legal, economic, and social structure of our society and to the personal and social responsibility of citizens of our society. The subject area content expectations shall require pupils to demonstrate critical thinking skills.

(ii) The subject area content expectations and the guidelines must be approved by the state board under subsection (4).

(iii) The subject area content expectations shall state in clear and measurable terms what pupils are expected to know upon completion of each credit.

(iv) The department shall complete the development of the subject area content expectations that apply to algebra I and the guidelines for the online course or learning experience under section 1278a(1)(b) not later than August 1, 2006.

(v) The department shall complete development of the subject area content expectations or guidelines that apply to each of the other credits required in the Michigan merit standard under subsection (1) and section 1278a(1)(a) not later than 1 year before the beginning of the school year in which a pupil entering high school in 2007 would normally be expected to complete the credit.

(vi) If the department has not completed development of the subject area content expectations that apply to a particular credit required in the Michigan merit standard under subsection (1) or section 1278a(1)(a) by the date required under this subdivision, a school district or public school academy may align the content of the credit with locally adopted standards.

(vii) Until all of the subject area content expectations and guidelines have been developed by the department and approved by the state board, the department shall submit a report at least every 6 months to the senate and house standing committees responsible for education legislation on the status of the development of the subject area content expectations and guidelines. The report shall detail any failure by the department to meet a deadline established under subparagraph (iv) or (v) and the reasons for that failure.

(b) Develop and implement a process for developing the subject area content expectations and guidelines required under this section. This process shall provide for all of the following:

(i) Soliciting input from all of the following groups:

(A) Recognized experts in the relevant subject areas.

(B) Representatives from 4-year colleges or universities, community colleges, and other postsecondary institutions.

(C) Teachers, administrators, and school personnel who have specialized knowledge of the subject area.

(D) Representatives from the business community.

(E) Representatives from vocational and career and technical education providers.

(F) Government officials, including officials from the legislature.

(G) Parents of public school pupils.

(ii) A review of the subject area content expectations or guidelines by national experts.

(iii) An opportunity for the public to review and provide input on the proposed subject area content expectations or guidelines before they are submitted to the state board for approval. The time period allowed for this review and input shall be at least 15 business days.

(c) Determine the basic level of technology and internet access required for pupils to complete the online course or learning experience requirement of section 1278a(1)(b), and submit that determination to the state board for approval.

(d) Develop and make available material to assist school districts and public school academies in implementing the requirements of this section and section 1278a. This shall include developing guidelines for alternative instructional delivery methods as described in subsection (7).

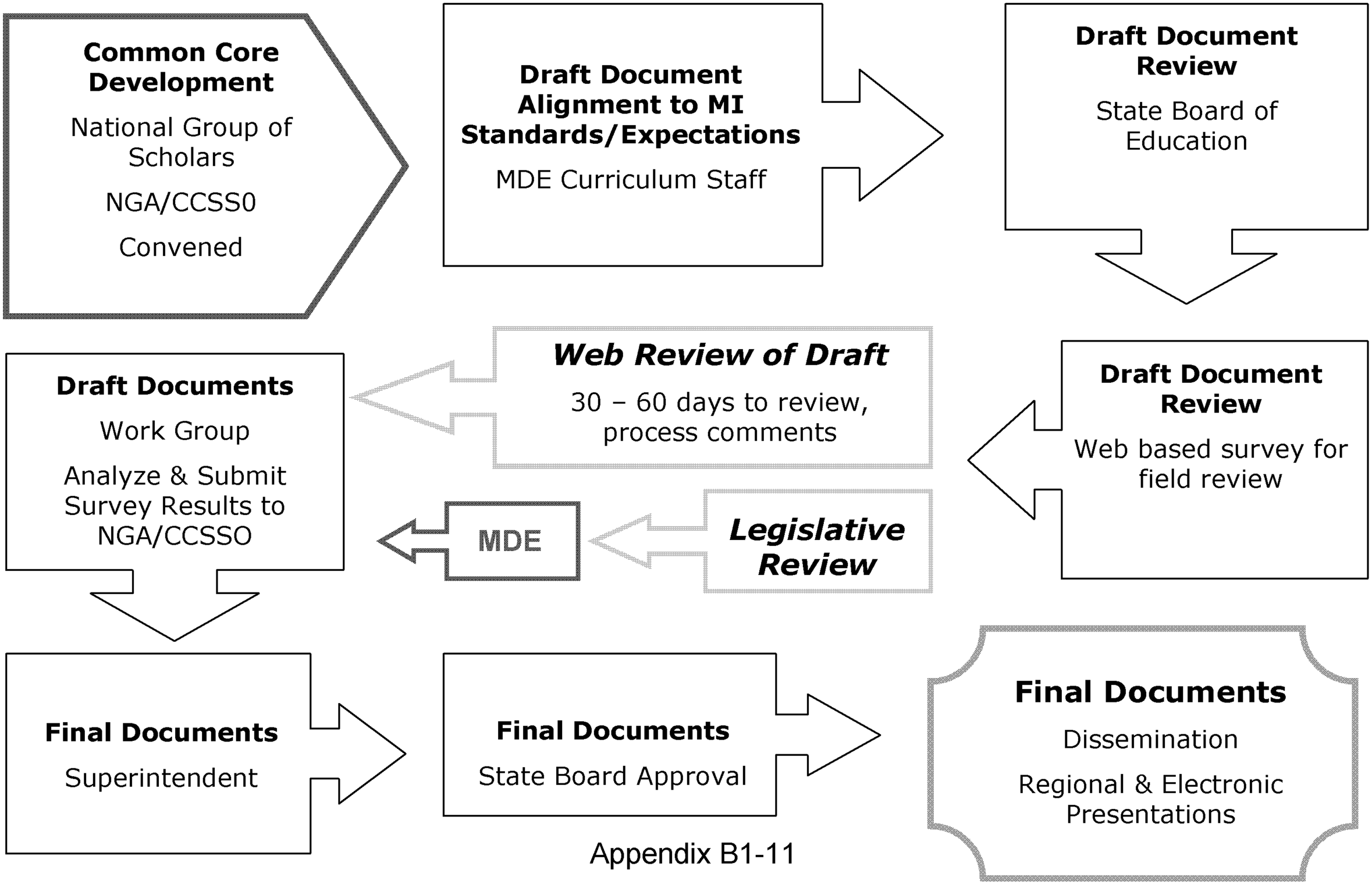
(4) The state board shall approve subject area content expectations and guidelines developed by the department under subsection (3) before those subject area content expectations and guidelines may take effect. The state board also shall approve the basic level of technology and internet access required for pupils to complete the online course or learning experience requirement of section 1278a(1)(b).

Attachment B1.10

Common Core Standards Adoption Timeline

DATE/ DEADLINE	Protocol Step	Activities/Products
12/15/09	Work Group of Scholars and National Review steps conducted by NGA/CCSSO	Final CCRS and Draft CCK-12 Released
1/15/10	Small Review Group MDE Curriculum Staff	MDE produces alignment analysis with HSCE/MMC for CCRS and CCK-12
1/20/10	MDE Internal Review MDE Management, PR	
2/9/10	SBE Review	Draft CCRS and CCK-12 and Alignment to MI Standards Documents
2/9/10 Meeting	SBE Approval for Web Survey and Legislative Presentation	
2/09 – 2/23/10	Stakeholder Survey (15 days)	
2/24 – 3/1/10	Small Group Convenes, Analyzes Survey Results	Produces Report for NGA/CCSSO
4/01 – 4/10/10	Review final CCRS and CCK-12 for consistency with MI standards documents	Final CCRS and CCK-12
4/16/10	Superintendent and Submission to SBE	
5/11/10	SBE for Information – Plan for Approval on June 8, 2010	Final documents to SBE for approval in June
6/8/10	SBE Approval	Final Documents
6/9 – 8/31/10	Regional and Electronic Dissemination	Final Documents Dissemination – Rollout Presentations (4 Regional and Web-based electronic presentations)

Curriculum Protocol Flowchart for Adoption of Common Core Standards – ELA & Math



Attachment B1.12

Common Core College and Career Readiness Standards (9-21-09 DRAFT) vs. Michigan High School Content Expectations

Common Core ELA – Standards for Reading, Writing, and Speaking and Listening

Section	Standard/Statement	Michigan Standard	HSC Expectation	Dispositions	Standard
Student Practices (8)	1. Independent Reading 2. Content Knowledge 3. Audience, Task, Purpose, Discipline 4. Comprehension and Critique 5. Evidence 6. Precision 7. Structure 8. Technology Use	2.3 2.3, 3.2, 3.3 1.3, 1.5, 2.1 2.1, 2.3 1.4, 2.1 1.1, 1.3, 4.1, 4.2 1.1, 1.3, 1.4, 1.5, 2.1 1.1, 1.4, 1.5	2.3.1 – 2.3.8 2.3.4 1.3.1, 1.5.3, 2.1.1 2.1.6, 2.1.7, 2.3.4 1.4.4, 2.1.6 1.1.3, 1.3.3, 4.1.4, 4.2.1 – 5 1.1.4, 1.3.1, 1.3.5, 1.3.6, 1.4.3, 1.4.5, 1.5.3, 2.1.1, 2.1.2 1.1.8, 1.4.2, 1.5.2, 1.5.4	9 Inter-Relationships and Self-Reliance 10 Critical Response and Stance 11 Transformational Thinking 12 Leadership Qualities	1.1 Writing Process 1.2 Personal Growth 1.3 Purpose and Audience 1.4 Inquiry and Research 1.5 Finished Products 2.1 Strategy Development 2.2 Meaning Beyond Literal Level 2.3 Independent Reading 3.1 Close Literary Reading 3.2 Reading and Response 3.3 Text Analysis 3.4 Mass Media 4.1 Effective Use of English Language 4.2 Language Variety

Core Standards for Reading Informational and Literary Texts		Michigan Standard	Document	Section
Standards for Range and Content (5)	1. Complexity 2. Quality 3. Vocabulary 4. Range - Literature - Informational Text - Multimedia Sources 5. Quantity	2.1 Strategy Development 2.2 Meaning Beyond Literal Level 2.3 Independent Reading 3.1 Close Literary Reading 3.2 Reading and Response 3.3 Text Analysis	MMC Course Credit Requirements ELA Unit Framework	ACT Characteristics of Complex Text Vocabulary Development Recommended Literature/Anchor and Linking Texts Narrative and Informational Text/ Media Quantity, Variety, and Frequency On-Going Literacy Development

Standards for Student Performance (18)	CC Standard	Michigan Standard
	1. Determine both what the text says explicitly and what can be inferred logically from the text.	2.1 Strategy Development 2.2 Meaning Beyond the Literal Level
	2. Support or challenge assertions about the text by citing evidence in the text explicitly and accurately.	3.1 Close Literary Reading
	3. Discern the most important ideas, events, or information, and summarize them accurately and concisely.	2.1 Strategy Development
	4. Delineate the main ideas or themes in the text and the details that elaborate and support them.	2.1 Strategy Development 2.2 Meaning Beyond the Literal Level
	5. Determine when, where, and why events unfold in the text, and explain how they relate to one another.	3.1 Close Literary Reading
	6. Analyze the traits, motivations, and thoughts of individuals in fiction and nonfiction based on how they are described, what they say and do, and how they interact.	3.1 Close Literary Reading
	7. Determine what is meant by words and phrases in context, including connotative meanings and figurative language.	2.1 Strategy Development 3.1 Close Literary Reading
	8. Analyze how specific word choices shape the meaning and tone of the text.	2.2 Meaning Beyond the Literal Level
	9. Analyze how the text's organizational structure presents the argument, explanation, or narrative.	2.1 Strategy Development 3.2 Reading and Response 3.3 Text Analysis

Common Core College and Career Readiness Standards (9-21-09 DRAFT) vs. Michigan High School Content Expectations

Common Core ELA – Standards for Reading, Writing, and Speaking and Listening

	10. Analyze how specific details and larger portions of the text contribute to the meaning of the text.	2.1 Strategy Development
	11. Synthesize data, diagrams, maps, and other visual elements with words in the text to further comprehension.	2.1 Strategy Development 3.4 Mass Media
	12. Extract key information efficiently in print and online using text features and search techniques.	1.4 Inquiry and Research 2.1 Strategy Development 3.4 Mass Media
	13. Ascertain the origin, credibility, and accuracy of print and online sources.	1.4 Inquiry and Research 3.4 Mass Media
	14. Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing whether the evidence provided is relevant and sufficient.	2.1 Strategy Development 3.4 Mass Media
	15. Analyze how two or more texts with different styles, points of view, or arguments address similar topics or themes.	2.1 Strategy Development 3.1 Close Literary Reading 3.3 Text Analysis 3.4 Mass Media
	16. Draw upon relevant prior knowledge to enhance comprehension, and note when the text expands on or challenges that knowledge.	Disposition – Transformational Thinking 2.1 Strategy Development 2.2 Meaning Beyond the Literal Level
	17. Apply knowledge and concepts gained through reading to build a more coherent understanding of a subject, inform reading of additional texts, and solve problems.	2.2 Meaning Beyond the Literal Level
	18. Demonstrate facility with the specific reading demands of texts drawn from different disciplines, including history, literature, science, and mathematics.	2.1 Strategy Development 2.2 Meaning Beyond the Literal Level

Core Standards for Writing

Standards for Range and Content (5)	**CC Standard**	**Michigan Standard**	**Document**	**Section**
	1. Purpose - Make an Argument - Inform or Explain 2. Audience 3. Situation - On Demand Writing - Writing Over Time 4. Technology and Collaboration 5. Quantity	1.1 Writing Process 1.2 Personal Growth 1.3 Purpose and Audience 1.4 Inquiry and Research 1.5 Finished Products	MMC Course Credit Requirements ELA Unit Framework	Writing and Speaking Modes of Communication - Writing to Access Prior Knowledge - Writing to Learn - Writing to Demonstrate Learning Narrative/Fiction, Literary Nonfiction, Informational/Expository Text Writing Goals Writers' Workshop Quantity, Variety, Frequency On-Going Literacy Development

Standards for Student Performance (18)	**CC Standard**	**Michigan Standard**
	1. Establish and refine a topic or thesis that addresses the specific task and audience.	1.1 Writing Process 1.3 Purpose and Audience
	2. Gather the information needed to build an argument, provide an explanation, or address a research question.	1.1 Writing Process 1.3 Purpose and Audience 1.4.2 System for gathering, organizing, paraphrasing, and summarizing information.
	3. Sustain focus on a specific topic or argument.	1.3 Purpose and Audience

Common Core College and Career Readiness Standards (9-21-09 DRAFT) vs. Michigan High School Content Expectations

Common Core ELA – Standards for Reading, Writing, and Speaking and Listening

	4. Support and illustrate arguments and explanations with relevant details, examples, and evidence.	1.3 Purpose and Audience
Standards for Student Performance	**CC Standard**	**Michigan Standard**
	5. Create a logical progression of ideas or events, and convey the relationships among them.	1.3 Purpose and Audience
	6. Choose words and phrases to express ideas precisely and concisely.	1.1 Writing Process
	7. Use varied sentence structures to engage the reader and achieve cohesion between sentences.	1.1 Writing Process 1.3 Purpose and Audience
	8. Develop and maintain a style and tone appropriate to the task, purpose, and audience.	1.3 Purpose and Audience
	9. Demonstrate command of the conventions of standard written English, including grammar, usage, and mechanics.	1.1 Writing Process 1.3 Purpose and Audience 1.5 Finished Products 4.1 Effective Use of the English Language
	10. Represent and cite accurately the data, conclusions, and opinions of others, effectively incorporating them into one's own work while avoiding plagiarism.	1.2 Personal Growth 1.4 Inquiry and Research
	11. Assess the quality of one's own writing, and, when necessary, strengthen it through revision.	1.2 Personal Growth
	12. Use technology as a tool to produce, edit, and distribute writing.	1.1 Writing Process 1.4 Inquiry and Research 1.5 Finished Products
	When **writing to inform or explain**, students must also do the following:	
	13. Synthesize information from multiple relevant sources, including graphics and quantitative information when appropriate, to provide an accurate picture of that information.	1.4 Inquiry and Research
	14. Convey complex information clearly and coherently to the audience through purposeful selection and organization of content.	1.1 Writing Process 1.3 Purpose and Audience 1.5 Finished Products
	15. Demonstrate understanding of content by reporting facts accurately and anticipating reader misconceptions.	1.3 Purpose and Audience 1.5 Finished Products
	When **writing arguments**, students must also do the following:	
	16. Establish a substantive claim, distinguishing it from alternate or opposing claims.	1.1 Writing Process 1.3 Purpose and Audience
	17. Link claims and evidence with clear reasons, and ensure that the evidence is relevant and sufficient to support the claims.	1.1 Writing Process 1.3 Purpose and Audience
	18. Acknowledge competing arguments or information, defending or qualifying the initial claim as appropriate.	1.1 Writing Process 1.3 Purpose and Audience

Core Standards for Speaking and Listening		**Michigan Standard**	**Document**	**Section**
Standards for Range and Content (3)	1. Group and One-to-One Presentations 2. Varied Disciplinary Content	1.3 Purpose and Audience 1.5 Finished Products	MMC Course Credit	Speaking Activities Speaking, Listening, Viewing Strategies

Attachment B1.12

Common Core College and Career Readiness Standards (9-21-09 DRAFT) vs. Michigan High School Content Expectations

Common Core ELA – Standards for Reading, Writing, and Speaking and Listening

	3. Multimedia Comprehension	2.1 Strategy Development 2.3 Independent Reading 3.4 Mass Media	Requirements ELA Unit Framework	Recommended Literature/Anchor and Linking Texts Media Features Media Presentations
Standards for Student Performance (8)	**CC Standard**		**Michigan Standard**	
	1. Select and use a format, organization, and style appropriate to the topic, purpose, and audience.		1.1 Writing Process 1.3 Purpose and Audience	
	2. Present information, findings, and supporting evidence clearly and concisely.		1.1 Writing Process 1.3 Purpose and Audience	
	3. Make strategic use of multimedia elements and visual displays of data to gain audience attention and enhance understanding.		1.4 Inquiry and Research 1.5 Finished Products	
	4. Demonstrate command of formal Standard English when appropriate to task and audience.		1.1 Writing Process 1.3 Purpose and Audience 4.1 Effective Use of English Language 4.2 Language Variety	
	5. Listen to complex information, and discern the main ideas, the significant details, and the relationships among them.		2.1 Strategy Development 2.2 Meaning Beyond the Literal Level	
	6. Follow the progression of the speaker's message, and evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric.		2.1 Strategy Development 2.2 Meaning Beyond the Literal Level	
	7. Ask relevant questions to clarify points and challenge ideas.		2.1 Strategy Development 2.2 Meaning Beyond the Literal Level	
	8. Respond constructively to advance a discussion and build on the input of others.		1.3 Purpose and Audience 2.1 Strategy Development 2.2 Meaning Beyond the Literal Level	
Applications of the Core	**CC Standard**	**Michigan Standard**	**Document**	**Section**
Research	Research	1.4 Inquiry and Research	MMC Course Credit Requirements ELA Unit Framework	Research and Inquiry Activities Research Project
Media	Media	2.1 Strategy Development 3.1 Close Critical Reading/Viewing		Recommended Literature/Anchor and Linking Texts Narrative and Informational Text/Media Media Features Listening and Viewing Activities (Media) Modes of Communication - Media
Illustrative Texts: Exemplars of Text Complexity			MMC Course Credit Requirements ELA Unit Framework	ACT Characteristics of Complex Text Vocabulary Development Recommended Literature/Anchor and Linking Texts Narrative and Informational Text/Media Quantity, Variety, and Frequency On-Going Literacy Development
Illustrative Student Writing Samples (to follow)				

MICHIGAN Education

Attachment B1.13

Common Core College and Career Readiness Standards (9-21-09 DRAFT) vs. Michigan High School Content Expectations

Common Core Standards for Mathematics

CC Section	CC Standard/Statement	Michigan HSCE	Michigan Standards
Mathematical Proficiency	1. Conceptual Understanding 2. Procedural Fluency 3. Strategic Competence 4. Adaptive Reasoning 5. Productive Disposition	Dispositions – Procedural Fluency 1. Conceptual Understanding 2. Procedural Fluency 3. Strategic Competence 4. Adaptive Reasoning 5. Productive Disposition	L1 – Reasoning About Numbers, Systems, and Quantitative Situations L2 – Calculation, Algorithms, and Estimation L3 – Mathematical Reasoning, Logic, and Proof A1 – Expressions, Equations, and Inequalities A2 – Functions A3 – Families of Functions G1 – Figures and Their Properties G2 – Relationships Between Figures G3 – Transformations of Figures in the Plane S1 – Univariate Data-Examining Distributions S2 – Bivariate Data-Examining Relationships S3 – Samples, Surveys, and Experiments S4 – Probability Models and Probability Calculation
Core Practices (6)	1. Attend to precision. 2. Construct viable arguments. 3. Make sense of complex problems and persevere in solving them. 4. Look for structure. 5. Look for and express regularity in repeated reasoning. 6. Make strategic decisions about the use of technological tools.		

Mathematical Content Standards			
CC Standard	**Core Concepts**	**Core Skills**	**Michigan Standard / Topic**
Number	A. Real numbers B. Comparisons, rates and ratios C. Fractions D. Place Value	1. Compare numbers and make sense of their magnitude. 2. Know when and how to use standard algorithms, and perform them flexibly, accurately, and efficiently. 3. Use mental strategies and technology to formulate, represent and solve problems 4. Solve multi-step problems involving fractions and percentages. 5. Use estimation and approximation to solve problems.	L1.1 Number Systems and Number Sense L2.1 Calculation Using Real and Complex Numbers L2.4 Understanding Error

MICHIGAN Education

Common Core College and Career Readiness Standards (9-21-09 DRAFT) vs. Michigan High School Content Expectations

Common Core Standards for Mathematics

Quantity	A. The value of a quantity is not specified unless the units are named or understood from the context. B. Quantities can be added and subtracted only when they are of the same type (length, area, speed, etc.). C. Quantities can be multiplied or divided to create new types of quantities, called derived quantities.	1. Know when and how to convert units in computations. 2. Use and interpret quantities and units correctly in algebraic formulas. 3. Use and interpret quantities and units correctly in graphs and data displays. 4. Use units as a way to understand problems and to guide the solution of multi-step problems.	L2.3 Measurement Units, Calculations, and Scales
CC Standard	**Core Concepts**	**Core Skills**	**Michigan Standard / Topic**
Expressions	A. Expressions are constructions built up from numbers, variables, and operations, which have a numerical value when each variable is replaced with a number. B. Complex expressions are made up of simpler expressions. C. The rules of arithmetic can be applied to transform an expression without changing its value. D. Rewriting expressions in equivalent forms serves a purpose in solving problems.	1. See structure in expressions. 2. Manipulate simple expressions. 3. Define variables and write an expression to represent a quantity in a problem. 4. Interpret an expression that represents a quantity in terms of the context.	A1.1 Construction, Interpretation, and Manipulation of Expressions
Equations	A. An equation is a statement that two expressions are equal. B. The solutions of an equation are the values of the variables that make the resulting numerical statement true. C. The steps in solving an equation are guided by understanding and justified by logical reasoning. D. Equations not solvable in one number system may have solutions in a larger number system.	1. Understand a problem and formulate an equation to solve it. 2. Solve equations in one variable using manipulations guided by the rules of arithmetic and the properties of equality. 3. Rearrange formulas to isolate a quantity of interest. 4. Solve systems of equations. 5. Solve linear inequalities in one variable and graph the solution set on a number line. 6. Graph the solution set of a linear inequality in two variables on the coordinate plane.	L1.1 Number Systems and Number Sense A1.2 Solutions of Equations and Inequalities

Common Core College and Career Readiness Standards (9-21-09 DRAFT) vs. Michigan High School Content Expectations

Common Core Standards for Mathematics

Functions	A. A function is a rule, often defined by an expression, that assigns a unique output for every input. B. The graph of a function *f* is a set of ordered pairs (x, $f(x)$) in the coordinate plane. C. Functions model situations where one quantity determines another. D. Common functions occur in families where each member describes a similar type of dependence.	1. Recognize proportional relationships and solve problems involving rates and ratios. 2. Describe the qualitative behavior of common types of functions using graphs and tables. 3. Analyze functions using symbolic manipulation. 4. Use the families of linear and exponential functions to solve problems. 5. Find and interpret rates of change.	L1.2 Representations and Relationships A1.2 Solutions of Equations and Inequalities A2.1 Definitions, Representations, and Attributes of Functions A2.2 Operations and Transformations A2.3 Representations of Functions A3.1 Lines and Linear Functions A3.2 Exponential and Logarithmic Functions A3.3 Quadratic Functions A3.4 Power Functions A3.5 Polynomial Functions A3.6 Rational Functions A3.7 Trigonometric Functions
CC Standard	**Core Concepts**	**Core Skills**	**Michigan Standard / Topic**
Modeling	A. Mathematical models involve choices and assumptions that abstract key features from situations to help us solve problems. B. Even very simple models can be useful.	1. Model numerical situations. 2. Model physical objects with geometric shapes. 3. Model situations with equations and inequalities. 4. Model situations with common functions. 5. Model situations using probability and statistics. 6. Interpret the results of applying a model and compare models for a particular situation.	L1.2 Representations and Relationships L2.2 Sequence and Iteration L2.3 Measurement Units, Calculations, and Scales A1.2 Solutions of Equations and Inequalities A2.1 Definitions, Representations, and Attributes of Functions A2.2 Operations and Transformations A2.3 Representations of Functions A2.4 Models of Real-World Situations Using Families of Functions A3.2 Exponential and Logarithmic Functions A3.4 Power Functions S2.1 Bivariate Data – Examining Relationships S2.2 Linear Regression

Common Core College and Career Readiness Standards (9-21-09 DRAFT) vs. Michigan High School Content Expectations

Common Core Standards for Mathematics

Shape	A. Shapes and their parts, attributes, and measurements can be analyzed deductively.* B. Congruence, similarity, and symmetry can be analyzed using transformations. C. Mathematical shapes model the physical world, resulting in practical applications of geometry. D. Right triangles and the Pythagorean theorem are central to geometry and its applications, including trigonometry.	1. Use multiple geometric properties to solve problems involving geometric figures. 2. Prove theorems, test conjectures and identify logical errors. 3. Construct and interpret representations of geometric objects. 4. Solve problems involving measurements. 5. Solve problems involving similar triangles and scale drawings. 6. Apply properties of right triangles and right triangle trigonometry to solve problems.	L1.1 Number Systems and Number Sense L1.2 Representations and Relationships L1.3 Counting and Probabilistic Reasoning L2.2 Sequences and Iteration L2.4 Understanding Error L3.1 Mathematical Reasoning L3.2 Language and Laws of Logic L3.3 Proof A1.2 Solutions of Equations and Inequalities G1.1 Lines and Angles; Basic Euclidean and Coordinate Geometry G1.2 Triangles and Their Properties G1.3 Triangles and Trigonometry G1.4 Quadrilaterals and Their Properties G1.5 Other Polygons and Their Properties G1.6 Circles and Their Properties G1.8 Three-Dimensional Figures G2.1 Relationships Between Area and Volume Formulas G2.2 Relationships Between Two-Dimensional and Three-Dimensional Representations G2.3 Congruence and Similarity G3.1 Distance-preserving Transformations: Isometries G3.2 Shape-preserving Transformations: Dilations and Isometries
CC Standard	**Core Concepts**	**Core Skills**	**Michigan Standard / Topic**
Coordinates	A. Locations in the plane or in space can be specified by pairs or triples of numbers called coordinates. B. Coordinates link algebra with geometry and allow methods in one domain to solve problems in the other. C. The set of solutions to an equation in two variables forms a curve in the coordinate plane—such as a line, parabola, circle—and the solutions to systems of equations correspond to intersections of these curves.	1. Translate fluently between lines in the coordinate plane and their equations. 2. Identify the correspondence between parameters in common families of equations and the location and appearance of their graphs. 3. Use coordinates to solve geometric problems.	A2.2 Operations and Transformations A2.3 Representations of Functions A3.1 Lines and Linear Functions G1.1 Lines and Angles; Basic Euclidean and Coordinate Geometry G1.7 Conic Sections and Their Properties G2.3 Congruence and Similarity

Attachment B1.13

Common Core College and Career Readiness Standards (9-21-09 DRAFT) vs. Michigan High School Content Expectations

Common Core Standards for Mathematics

Probability	A. Probability models outcomes for situations in which there is inherent randomness, quantifying the degree of uncertainty in terms of relative frequency of occurrence. B. The law of large numbers provides the basis for estimating certain probabilities by use of empirical relative frequencies. C. The laws of probability govern the calculation of probabilities of combined events. D. Interpreting probabilities contextually is essential to rational decision-making in situations involving randomness.	1. Compute theoretical probabilities by systematically counting points in the sample space. 2. Interpret probabilities of compound events using concepts of independence and conditional probability. 3. Compute probabilities of compound events. 4. Estimate probabilities empirically. 5. Identify and explain common misconceptions regarding probability. 6. Adapt probability models to solve real-world problems.	L1.3 Counting and Probabilistic Reasoning S4.1 Probability S4.2 Application and Representation
Statistics	A. Statistical methods take variability into account to support making informed decisions based on quantitative studies designed to answer specific questions. B. Visual displays and summary statistics condense the information in data sets into usable knowledge. C. Randomness is the foundation for using statistics to draw conclusions when testing a claim or estimating plausible values for a population characteristic. D. The design of an experiment or sample survey is of critical importance to analyzing the data and drawing conclusions.	1. Formulate questions that can be addressed with data. Identify the relevant data, collect and organize it to respond to the question. 2. Use appropriate displays and summary statistics for data. 3. Interpret data displays and summaries critically; draw conclusions and develop recommendations. 4. Draw statistical conclusions involving population means or proportions using sample data. 5. Evaluate reports based on data.	L1.2 Representations and Relationships L2.4 Understanding Error S1.1 Producing and Interpreting Plots S1.2 Measures of Center and Variation S1.3 The Normal Distribution S2.1 Scatterplots and Correlation S3.1 Data Collection and Analysis S4.1 Probability

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Text (1)

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native/Explanatory Texts,

tively (2)

ctively (2)

Core Standards

ore Standards

- Word Study (WS) (16)
  Word Recognition, Word Study, Fluency
  - Phonemic Awareness (2)
  - Phonics (2)
  - Word Recognition (8)
  - Vocabulary (1)
  - Fluency (3)
- Narrative Test (NT) (5)
- Informational Text (IT) (4)
- Comprehension (CM) (4)
- Metacognition (MT) (6)
- Critical Standards (CS) (1)
- Reading Attitude (RA) (2)

Writing 7 Domains; 19 Cross-Grades Expectations

- Writing Genre (GN) (4)
- Writing Process (PR) (7)
- Personal Style (PS) (1)
- Grammar and Usage (GR) (1)
- Spelling (SP) (2)
- Handwriting (HW) (3)
- Writing Attitude (AT) (1)

Speaking 2 Domains; 9 Cross-Grades Expectations

- Conventions (CN) (5)
- Discourse (DS) (4)

Listening 2 Domains; 13 Cross-Grades Expectations

- Conventions (CN) (5)
- Response (RP) (8)

9 Inter-Relationships and Self-Reliance
10 Critical Response and Stance
11 Transformational Thinking
12 Leadership Qualities

Writing, Speaking, and Expressing
5 Standards; 33 Expectations
1.1 Writing Process (8)
1.2 Personal Growth (4)
1.3 Purpose and Audience (9)
1.4 Inquiry and Research (7)
1.5 Finished Products (5)

Reading, Listening, and Viewing
3 Standards; 23 Expectations
2.1 Strategy Development (12)
2.2 Meaning Beyond Literal Level (3)
2.3 Independent Reading (8)

Literature and Culture
4 Standards; 25 Expectations
3.1 Close Literary Reading (10)
3.2 Reading and Response (5)
3.3 Text Analysis (6)
3.4 Mass Media (4)

Language
2 Standards; 10 Expectations
4.1 Effective Use of English Language (5)
4.2 Language Variety (5)

MMC ELA Unit Framework

- Grade-Level Dispositions
- Big Ideas, Themes, Focus and Essential Questions
- Anchor and Linking Texts, Genre Study, Literacy Analysis
- ACT Characteristics of Complex Text
- Critical Reading Strategies, Questions, Activities
- Grammar, Vocabulary Development, Research
- Writing/Speaking Strategies, Activities, Products
- Quantity, Variety, Frequency Portfolio Requirements
- On-Going Literacy Development, Goal Setting, Fluency

s, writers, speakers, listeners, udience, task, purpose, and bly. es and cultures			
e			
ive and quantitative measures of ment about the match of ve dimensions of text complexity lexity rather than as representing exts will exhibit some but not all tatively assigning a text to a grade ing which grade band's set of			
pted from ACT)	R.AT.__.01-02 Reading attitude; substantial reading and writing on own **R.AT.08.01** be enthusiastic about reading and do substantial reading and writing on their own.	**HSCE Unit Framework** **Characteristics of Complex Text as defined by ACT:** ***Relationships:*** Interactions among ideas or characters in the text are subtle, involved, or deeply embedded. ***Richness:*** The text possesses a sizable amount of highly sophisticated information conveyed through data or literary devices. ***Structure:*** The text is organized in ways that are elaborate and sometimes unconventional. ***Style:*** The author's tone and use of language are often intricate. ***Vocabulary:*** The author's choice of words is demanding and highly context dependent. ***Purpose:*** The author's intent in writing the text is implicit and sometimes ambiguous.	
core being developed			
		Examples of Text: (HSCE p.1) • **Literary**: myth, folklore, epic, oral narrative, plays, allegory, satire, poetry, short stories, novels, popular and series fiction, music lyrics, film • **Creative/Literary Nonfiction**: personal and literary essays, memoirs, auto-biographies, biographies, commentaries, nature writing, advertising • **Informational:** cultural and historical documents, scholarly essays and writing, persuasive/argumentative essays, historical and literary analysis, research and technical reports, book reviews, textbooks and manuals, compare/contrast essays, speeches, newspapers, propaganda, legal documents, proposals, informational presentations, memos, and letters	
nd Poetry		Recommended Literature and Informational Text – Anchor and Linking Texts in Model Units CE3.2.2 Poetry – Epic, lyric, sonnet, free verse	

	MI GLCE Cross-Grades Expectations and Examples		
		STRAND 2: READING, LISTENING, AND VIEWING *In constructing meaning while reading, listening, or viewing, students draw upon prior knowledge and engage complex skills and strategies of comprehension and interpretation, and critical thinking. They develop skill, confidence, and independence in understanding narrative and expository texts, including aural, visual, and multimodal works. Students synthesize information through reading, listening, and viewing and also generate new thinking.* **STRAND 3: LITERATURE AND CULTURE** *Students study and appreciate a rich and varied selection of classical and contemporary literary, cultural, and historical texts from American, British, and world traditions. They learn to make meaning from the experiences, ideas, and emotions of others across the ages, applying their understanding to contemporary circumstances.*	
leas	**Reading Comprehension R.CM** **See NT and IT below**		
t the text says explicitly and xt evidence to defend and ting.	R.NT.__.04 Response to Narrative Text **R.NT.08.05** Respond to texts by finding evidence R.IT.__.05 Response to Informational Text **R.IT.08.04** Respond to texts by finding evidence R.CM.__.02 Retell **R.CM.08.02** Retell through concise summarization grade-level narrative and informational text. **R.MT.08.01** Self-monitor comprehension .	**Standard 2.1 Strategy Development** – *Develop critical reading, listening, and viewing strategies.* **CE 2.1.1** Use a variety of pre-reading and previewing strategies … to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features. **CE 2.1.2** Make **supported inferences and draw conclusions** based on informational print and multimedia features … and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences **Standard 2.2 Meaning Beyond Literal Level** - *Use a variety of reading, listening, and viewing strategies to* ***construct meaning beyond the literal level (e.g., drawing inferences;*** *confirming and correcting; making comparisons, connections, and generalizations; and drawing conclusions).* **CE 2.2.1** Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view). **CE 2.2.2** Examine the ways in which prior knowledge and personal experience affect the understanding of written, spoken, or multimedia text. **CE 2.2.3** Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives. **CE 3.4.1** Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.	
and provide a summary **and the connections**	R.NT.__.01 Plot, characters, themes R.NT.__.03 Characterization, themes R.IT.__.01 Analyze structure and purpose of informational genre R.IT.__.02 Analyze organizational patterns R.IT.__.03 Explain how authors use text features to enhance understanding of key ideas. R.CM.__.01 Make connections **R.CM.08.01** Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses R.CM.__.02 Summarization **R.CM.08.02** Retell through concise summarization grade-level	**STANDARD 2.1 Strategy Development –** *Develop critical reading, listening, and viewing strategies.* **CE 2.1.4** Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose. **CE 2.1.5** Analyze and evaluate the components of multiple organizational patterns. **CE. 2.1.6** Recognize the defining characteristics of informational texts; critically examine the argumentation and conclusions **CE 2.1.7** Demonstrate understanding of written, spoken, or visual information **by restating, paraphrasing, summarizing**, critiquing, or composing a personal response; distinguish between a summary and a critique. **STANDARD 3.1 Close Literary Reading –** *Develop the skills of close and contextual literary*	

		themes and questions raised by literary and expository works. **CE3.1.10** Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts.	
tifaceted events, ideas, and er over the course of the	**R.NT.08.02** Analyze the structure, elements of narrative genre **R.NT.08.03** Analyze the role of rising and falling actions, minor characters in relation to conflict, and credibility of the narrator. **R.NT.08.04** Analyze the author's craft, including rising and falling actions and minor characters **R.IT.08.01** Analyze the structure, elements of informational genre **R.IT.08.02** Analyze organizational patterns including chronological sequence **R.IT.08.03** Explain how authors use text features to enhance the understanding of central ideas	**STANDARD 3.1 Close Literary Reading –** *Develop the skills of close and contextual literary reading.* **CE.3.1.2** Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, by describing their function in specific works. **CE.3.1.3** Recognize a variety of plot structures and elements and describe their impact **CE 3.1.9** Analyze how the tensions among characters and issues in literature and other texts reflect human experience. **CE 3.2.3** Identify how elements of dramatic literature illuminate the meaning of the text.	
d for alignment) cus lot ugh phrases and images	R.NT.__.02 Form, purpose, structure, elements **R.NT.08.02** Analyze the structure, elements, style, and purpose of narrative genre including historical fiction, science fiction, and realistic fiction. R.NT.__.03 Plot, characters, themes **R.NT.04.03** Analyze characters' thoughts and motivation through dialogue, various character roles, and functions including hero, antihero, or narrator; know first person point of view and identify conflict and resolution. **R.NT.08.04** analyze author's craft including symbolism, imagery, rising and falling actions and minor characters	**CE3.1.1** Interpret literary language **CE3.1.2** Demonstrate an understanding of literary characterization **CE3.1.3** Recognize a variety of plot structures and elements **CE3.1.4** Analyze characteristics of specific works and authors **CE3.1.5** Comparatively analyze two or more literary texts **STANDARD 3.2 Reading and Response –** *Read and respond to classic and contemporary fiction, literary nonfiction, and expository text, from a variety of literary genres representing many time periods and authors.* **CE3.2.1** Recognize a variety of literary genres and forms **CE3.2.2** Identify different types of poetry and explain how specific features influence meaning **CE3.2.3** Identify how elements of dramatic literature illuminate the meaning of the text	
ent) recise elements of an rtions of text action between complex	**R.IT.08.01** Analyze the structure, elements of informational genre **R.IT.08.02** Analyze organizational patterns including chronological sequence **R.IT.08.03** Explain how authors use text features to enhance the understanding of central ideas	**CE 2.1.4** Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose. **CE 2.1.5** Analyze and evaluate the components of multiple organizational patterns. **CE. 2.1.6** Recognize the defining characteristics of informational texts; critically examine the argumentation and conclusions **CE 3.1.5** Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives. **CE 3.1.8** Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works. **CE3.1.10** Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts.	
ts			
vareness	**Word Recognition, Word Study, Fluency R.WS**		
	Phonemic Awareness (K-2)		
	R.NT.__.02 Form, purpose, structure, elements, style R.NT.__.04 Author's craft, literary devices R.IT.__.01 Structure, elements, features, style, purpose R.IT.__.02 Organizational text patterns R.IT.__.03 Author's craft		

		STANDARD 4.1 Effective Use of English Language –*Understand and use the English language effectively in a variety of contexts and settings.* **CE 4.1.1** Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes. **CE 4.1.2** Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others). **CE 4.1.4** Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely. **CE 4.1.5** Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.	
structure the text, **nd events and where to**	R.IT.__.01 - .03 Structure, Patterns, Features **R.IT.08.01** Analyze the structure, elements of informational genre **R.IT.08.02** Analyze organizational patterns including chronological sequence R.IT.08.03 Explain how authors use text features to enhance the understanding of central ideas R.NT.__.02 **R.NT.08.02** analyze the structure, elements, style, and purpose of narrative genre including historical fiction, science fiction, and realistic fiction. R.NT.__.03 Plot, characters, themes	**CE 2.1.4** Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose. **CE 2.1.5** Analyze and evaluate the components of multiple organizational patterns. **CE. 2.1.6** Recognize the defining characteristics of informational texts; critically examine the argumentation and conclusions.	
rent authors make in **g content, style, and tone.**	**R.NT.08.03** Plot, characters, themes **R.IT.08.03** explain how authors use text features to enhance the understanding of central ideas **R.CM.08.03** Analyze global themes and universal truths	**CE 3.1.5** Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives. **CE 3.1.8** Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works. **CE3.1.10** Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts.	
ge impacts the text, **ction and how it is** **urtroom, a rural town)** **l ambiguity and multiple** **ther narratives** **to begin a story, poem, or** **ame dramatic work in** **ow the directors' different** **he script** **d transforms fictional or** **espeare draws on Plutarch**	**R.NT.08.04** analyze author's craft including symbolism, imagery, and consistency to develop credible narrators, rising and falling actions, and minor characters. **R.NT.__.05** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.	**CE3.1.1** Interpret literary language **CE 3.1.2** Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works. **CE 3.1.3** Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works. **CE 3.1.4** Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work. **CE3.1.5** Comparatively analyze two or more literary texts **CE3.1.6** Examine differing and diverse interpretations of literary works **CE3.1.8** Demonstrate an understanding of historical themes in literary works **CE 3.1.9** Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience. **CE3.1.10** Demonstrate an understanding of the connection between historical and contemporary contexts.	

		connect them with the contemporary world, and communication across time. **STANDARD 3.3 Text Analysis** – *Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.* **CE 3.3.1** Explore the relationships among individual works, authors, and literary movements in English and American literature (e.g., Romanticism, Puritanism, the Harlem Renaissance, Postcolonial), and consider the historical, cultural, and societal contexts in which works were produced. **CE 3.3.2** Read and analyze classic and contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.	
word, phrase, or series of g of a document (e.g., ucture contributes to the t the same topic in different s, organization, and links to	R.IT.__.01-.04 **R.IT.08.01** Analyze the structure, elements, features, style, and purpose of informational genre including comparative essays, newspaper writings, technical writings, and persuasive essays. **R.IT.08.02** Analyze organizational patterns including chronological sequence, compare/contrast, and cause/effect. **R.IT.08.03** Explain how authors use text features to enhance the understanding of central ideas **R.IT.08.04** Response to informational text (evidence, connections, position)	**CE 2.1.4** Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose. **CE 2.1.5** Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence). **CE 2.1.6** Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts. **CE 2.1.9** Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication. **CE 3.1.5** Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives. **CE 3.1.8** Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works. **CE3.1.10** Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts.	
Word Recognition	**Word Recognition, Word Study, Fluency R.WS**		
	- Phonics (K-2) - Word Recognition (K-8) **R.WS.00.05** Automatically recognize a small number (about 18) of frequently encountered, personally meaningful words in print.		
luency	**Word Recognition, Word Study, Fluency R.WS**		
	- Vocabulary (K-8) - Fluency (K-8) R.FL.__.01-03 Fluency, accuracy		
ting Evidence			
ically or visually in print, opriate, note discrepancies le inconsistent with the	R.NT.__.05 Literary response R.IT.__.04 Response to informational text (evidence, connections, position) **R.IT.08.03** Explain how authors use text features including graphics, author's pages, prefaces, and marginal notes, to enhance the understanding of central, key, and supporting ideas. R.CM.__.01 Make connections; oral and written response R.CM.__.03 Analyze, compare, contrast multiple texts, themes	**STANDARD 3.4 Mass Media** – *Examine mass media, film, series fiction, and other texts from popular culture.* **CE 3.4.1** Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture. **CE 3.4.2** Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes. **CE 3.4.3** Understand the ways people use media in their personal and public lives. **CE 3.4.4** Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.	
ning of the text, including	**R.IT__.04** respond to individual and multiple texts by finding	**CE 3.1.6** Examine differing and diverse interpretations of literary and expository works and	

	newspaper writings, technical writings, and persuasive essays. **R.IT.08.02** analyze organizational patterns including chronological sequence, compare/contrast, and cause/effect. **R.IT.08.03** explain how authors use text features to enhance the understanding of central ideas **R.IT.08.04** Response to informational text (evidence, connections, position)	purpose. **CE 2.1.5** Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence). **CE 2.1.6** Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts. **CE 3.1.4** Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.	
ferent stories are told and **uence characterization and** **the differences between** **hat the characters know in a** **e, anxiety, or humor**	**R.NT.04.03** Analyze characters' thoughts and motivation through dialogue, various character roles, and functions including hero, antihero, or narrator; know first person point of view and identify conflict and resolution.	**CE 3.1.7** Analyze and evaluate the portrayal of various groups, societies, and cultures in literature and other texts. **STANDARD 3.2 Reading and Response –** *Read and respond to classic and contemporary fiction, literary nonfiction, and expository text, from a variety of literary genres representing many time periods and authors (e.g., myth, epic, folklore, drama, poetry, autobiography, novels, short stories, philosophical pieces, science fiction, fantasy, young adult literature, creative non-fiction, hypertext fiction).* **CE 3.2.1** Recognize a variety of literary genres and forms (e.g., poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning. **CE 3.2.3** Identify how elements of dramatic literature (e.g., dramatic irony, soliloquy, stage direction, and dialogue) illuminate the meaning of the text. **STANDARD 3.3 Text Analysis –** *Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.* **CE 3.3.1** Explore the relationships among individual works, authors, and literary movements in English and American literature (e.g., Romanticism, Puritanism, the Harlem Renaissance, Postcolonial), and consider the historical, cultural, and societal contexts in which works were produced. **CE 3.3.3** Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g., religious, biographical, feminist, multicultural, political). .	
phically and determine their **text (print or digital),** **s between the two** **support an argument or** **ency and relevance of the** **tantiated statements or** **rary significance for their** **re**	R.IT__.04 Respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding. R.IT.08.01 Analyze the structure, elements, features, style, and purpose of informational genre including comparative essays, newspaper writings, technical writings, and persuasive essays. R.IT.08.02 Analyze organizational patterns including chronological sequence, compare/contrast, and cause/effect. R.IT.08.03 Explain how authors use text features to enhance the understanding of central ideas R.IT.08.04 Respond to informational text (evidence, connections, position)	**CE 2.1.4** Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose. **CE 2.1.5** Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence). **CE 2.1.6** Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts. **CE 3.1.4** Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work. **CE 3.1.6** Examine differing and diverse interpretations of literary and expository works and explain how and why interpretation may vary from reader to reader. **CE 3.4.1** Use methods of close and contextualized reading and viewing to examine,	

lently and productively, ad increasingly demanding	R.CM.__.04 Apply content area knowledge **R.AT.08.01 B**e enthusiastic about reading and do substantial reading and writing on their own. **R.MT.08.01** Self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions..	**STANDARD 2.3 Independent Reading –***Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading.* **CE 2.3.1** Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies. **CE 2.3.2** Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity. **CE 2.3.3** Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications). **CE 2.3.4** Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books). **CE 2.3.5** Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning. **CE 2.3.6** Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth. **CE 2.3.7** Participate as an active member of a reading, listening, and viewing community, collaboratively selecting materials to read or events to view and enjoy (e.g., book talks, literature circles, film clubs). **CE 2.3.8** Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.	
	Writing **Writing Genre W.GN** **Writing Process W.PR**	**STRAND 1: WRITING, SPEAKING, AND VISUAL EXPRESSION** *Writing and speaking involve a complex process of inquiry and the discovery of meaning. Through writing, speaking, and visually expressing, students understand themselves, communicate with others, advance personal and professional goals, and participate in a democratic society. Effective communication requires an understanding of purpose and audience, and reflects well-developed ideas using appropriate conventions of genre, content, form, style, voice, and mechanics.*	
se, and Task	W.GN.__.01 (02) Narrative writing, poetry W.GN. _.02 (03) Informational writing, comparison, persuasive, expository essay, research report W.PR.__.01-07 Writing process, draft, revise, edit	**STANDARD 1.1 Writing Process –** *Understand and practice writing as a recursive process.* **STANDARD 1.2 Personal Growth –** *Use writing, speaking, and visual expression for personal understanding and growth.* **STANDARD 1.3 Purpose and Audience –** *Communicate in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g., to reflect, persuade, inform, analyze, entertain, inspire).* **STANDARD 1.5 Finished Products –** *Produce a variety of written, spoken, multigenre, and multimedia works, making conscious choices about language, form, style, and/or visual representation for each work (e.g., poetry, fiction and creative nonfiction stories, academic and literary essays, proposals, memos, manifestos, business letters, advertisements, prepared speeches, group and dramatic performances, poetry slams, and digital stories).*	
natory texts and arguments **d to audiences with specific** **man resources officer,**	**W.PR.08.01 S**et a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.	**CE 1.1.1** Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts. **CE 1.1.2** Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing). **CE 1.4.3** Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions). **CE 1.4.5** Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.	

short, focused research s that synthesize multiple	W.GN.__.04(05) Research questions, thesis, argument, counter argument **W.GN.08.03** Formulate research questions that demonstrate critical evaluation of multiple resources, perspectives, and arguments/counter-arguments that culminate in a presented, final project using the writing process.	**CE 1.4.1** Identify, explore, and refine topics and questions appropriate for research. **CE 1.4.2** Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources. **CE 1.4.4** Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.	**CE 1.4.** student knowle genre th shared a the pros online s report, Search,
ed from multiple sources.	**W.GN.08.03** Formulate research questions that demonstrate critical evaluation of multiple resources, perspectives, and arguments/counter-arguments that culminate in a presented, final project using the writing process.	**CE 1.4.4** Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.	
tency, and accuracy of the ermine their usefulness and se and task.	**W.GN.08.03** Formulate research questions that demonstrate critical evaluation of multiple resources, perspectives, and arguments/counter-arguments that culminate in a presented, final project using the writing process.	**CE 1.4.4** Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.	
conclusions, and opinions nto one's own work while	**W.GN.08.03** Formulate research questions that demonstrate critical evaluation of multiple resources, perspectives, and arguments/counter-arguments that culminate in a presented, final project using the writing process.	**CE 1.4.6** Use appropriate conventions of textual citation in different contexts (e.g., different academic disciplines and workplace writing situations).	
ly and document er information using a	**W.PR.08.05** Proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.	**CE 1.4.6** Use appropriate conventions of textual citation in different contexts (e.g., different academic disciplines and workplace writing situations).	
liting or beginning again to , precision of word choice, the specific audience.	W.PS.__.01 Develop personal style W.AT.__.01 Writing Attitude **W.PR.08.04** Revise drafts for coherence and consistency in word choice, structure, and style; and read their own work from another reader's perspective.	**CE 1.1.5** Revise drafts to more fully and/or precisely convey meaning—drawing on response from others, self-reflection, and reading one's own work with the eye of a reader; then refine the text— deleting and/or reorganizing ideas, and addressing potential readers' questions. **CE 1.1.6** Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow. **CE 1.1.7** Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience. **CE 1.1.8** Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience. **STANDARD 1.2 Personal Growth –** *Use writing, speaking, and visual expression for personal understanding and growth.* **CE 1.2.4** Assess strengths, weaknesses, and development as a writer by examining a collection of own writing.	
nd other tools to produce,	**W.PR.08.04** Revise drafts for coherence and consistency in word	**CE 1.1.5** Revise drafts to more fully and/or precisely convey meaning—drawing on	

		works, proposals, business presentations, advertisements).	
es (time for reflection and sitting or a day or two), ry or informational sources mplexity and content contents of literary or e band level of text		**STANDARD 3.2** ***Read and respond to classic and contemporary fiction, literary nonfiction, and expository text, from a variety of literary genres representing many time periods and authors.*** **CE 3.2.5** Respond to literature in a variety of ways (e.g., dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time. **STANDARD 3.3** ***Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.*** **CE 3.3.1** Explore the relationships among individual works, authors, and literary movements in English and American literature (e.g., Romanticism, Puritanism, the Harlem Renaissance, Postcolonial), and consider the historical, cultural, and societal contexts in which works were produced. **CE 3.3.2** Read and analyze classic and contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society. **CE 3.3.3** Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g., religious, biographical, feminist, multicultural, political). **CE 3.3.4** Demonstrate knowledge of American minority literature and the contributions of minority writers. **CE 3.3.5** Demonstrate familiarity with world literature, including authors beyond American and British literary traditions. **CE 3.3.6** Critically examine standards of literary judgment (e.g., aesthetic value, quality of writing, literary merit, social significance) and questions regarding the inclusion and/or exclusion of literary works in the curriculum (e.g., canon formation, "classic" vs. "popular" texts, traditional vs. non-traditional literature, the place of literature by women and/or minority writers).	
Type			
ing narrative writing as a **genres**. They use narrative , for example, provide a an argument or a scenario narrative writing is a	W.GN.__.01 Narrative (K-8) **W.GN.08.01** Write a cohesive narrative piece such as poetry, historical fiction, science fiction, or realistic fiction that includes appropriate conventions to genre employing literary and plot devices (e.g., narrator credibility, rising and falling actions and/ or conflict, imagery and transitional language). W.GN.__.02 Poetry (K-5) **W.GN.05.02** Write poetry based on reading a wide variety of grade-appropriate poetry.	**CE 1.3.1** Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).	
on that establishes the ce cious use of relevant and s, or other information t each new piece of to create a unified whole ecific and technical yle as appropriate to the	W.GN.__03 Informational (K-5) W.GN.__.02 Essays, Research Report, Expository Writing (6-8) **W.GN.08.02** Write an historical expository piece such as a journal, biography, or simulated memoir that includes appropriate organization, illustrations, marginal notes and/or annotations. **W.GN.08.03** Formulate research questions that demonstrate critical evaluation of multiple resources, perspectives, and arguments/counter-arguments that culminate in a presented, final project using the writing process.	**CE 1.3.1** Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect). **CE 1.3.2** Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion. **CE 1.3.3** Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.	

e implications and tion			
ake a substantive claim, and laims cing evidence from credible evidence and the claim an awareness of the and possible biases s well as between reasons s using words, phrases and *, nevertheless, because,* te to the discipline or by demonstrating control oting from authoritative on that enhances the ting the implications, the evidence to support the	**W.GN.06.02** Persuasive Essay - Write a personal, persuasive, or comparative essay that includes organizational patterns supporting key ideas.	**CE 1.3.4** Develop and extend a thesis, argument, or exploration of a topic by analyzing differing perspectives and employing a structure that effectively conveys the ideas in writing (e.g. resolve inconsistencies in logic; use a range of strategies to persuade, clarify, and defend a position with precise and relevant evidence; anticipate and address concerns and counterclaims; provide a clear and effective conclusion).	
Productively			
ructured interactions— hanging information ing to different levels of	S.DS.__.02-3 Retell, respond to multiple texts **S.DS.04.03** Respond to multiple text types by reflecting, making connections, taking a position, and/or showing deep understanding. **S.DS.08.02** Respond to multiple text types in order to explore problems and pose solutions supported with evidence, take a stand on an issue and support it, and identify personally with a universal theme. L.CN.__.01-2 Follow directions, appropriate audience behavior/participation **L.CN.08.01** Analyze main idea, significant details, fact and opinion, bias, propaganda, argumentation, or support when listening to or viewing a variety of speeches and presentations. L.CN.__.04-5 Strategies to enhance message **L.CN.05.04** Recognize and analyze the various roles of the communication process (e.g., to persuade, critically analyze, entertaining versus informative, different interpretations or perspectives of an action or event) in focusing attention on events and shaping opinions.	**CE 2.1.11** Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus. **CE 2.1.12** Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).	HSCE i strategi
mation presented orally	L.RP.__.01-7 Response to multiple texts, discussions	**CE 2.1.8** Recognize the **conventions** of visual and multimedia presentations (e.g.,	convent

	strategies during speeches and presentations.	respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.	
type	S.CN.__.04-5 Understanding appropriate use L.CN.__.04-5 Strategies to enhance message **L.CN.05.04** Recognize and analyze the various roles of the communication process (e.g., to persuade, critically analyze, entertaining versus informative, different interpretations or perspectives of an action or event) in focusing attention on events and shaping opinions.		
	S.DS.__.01 Substantive conversations **S.DS.08.01 E**ngage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols. S.DS.__.02-4 Retell, respond to multiple texts **S.DS.08.03 D**iscuss written narratives with a variety of literary and plot devices (e.g., description of relevant situations, well-chosen details, relevant dialogue, specific action, and physical description of characters). L.RP.__.01-7 Response to multiple texts, discussions	**CE 1.3.7** Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously. **CE 1.3.8** Evaluate own and others' effectiveness in group discussions and formal presentations (e.g., considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).	
ing Effectively			
ively to others, selecting nments for clarity and	S.CN.__.02-3 Effective presentations S.DS.__.04 Plan and deliver presentations **S.DS.08.04** Plan, outline, and deliver an informational presentation using precise and vivid language in the active voice; organizing logically to convey the message; applying persuasive non-verbal techniques; making use of rhetorical strategies to support the purpose of the presentation and to positively impact the intended audience.	**CE 1.3.9** Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.	
phasis and effect, n when indicated or class discussion).	**S.CN.08.02 S**peak effectively using body language including gestures, posture, facial expressions, tone of voice, and pace of speaking to enhance meaning and influence interpretation in narrative and informational presentations. **S.CN.08.03** Present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)	**CE 4.1.4** Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely. **STANDARD 4.2 Language Variety –** *Understand how language variety reflects and shapes experience.* **CE 4.2.1** Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations). **CE 4.2.2** Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language). **CE 4.2.3** Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities. **CE 4.2.4** Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets). **CE 4.2.5** Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.	
type			
	S.DS.08.04 Plan, outline, and deliver an informational presentation using precise and vivid language in the active voice; organizing logically to convey the message; applying persuasive non-verbal techniques; making use of rhetorical strategies to	**CE 1.5.2** Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology. **CE 1.5.3** Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions	

		communication strategies appropriately and effectively.	
		STRAND 4: LANGUAGE *Language is an evolving tool with powerful personal, cultural, economic, and political implications. Knowledge of the structures of language (e.g., the history, meaning, and use of words; varying sentence structures and patterns of language; the conventions of standard English) is essential for the effective use of language for varying purposes (e.g., the development of a rich vocabulary, sentence structures for different rhetorical purposes, appropriate speech patterns for different social contexts). Understanding the political implications of language use is also critical for fostering a democratic society in which all voices are valued.* **STANDARD 4.1 Effective Use of English Language –** *Understand and use the English language effectively in a variety of contexts and settings.* **STANDARD 4.2 Language Variety –** *Understand how language variety reflects and shapes experience.*	
s levels.		Grammar and Rhetoric Modules http://www.michigan.gov/mde/0,1607,7-140-38924_41644_42674---,00.html	
ng			
none in CCR)			
K). **nant and short-vowel sound**	W.HW.__.01 Handwriting W.HW.00.01 Form upper and lowercase manuscript letters.		
).	**W.PR.00.03** Draft focused ideas using semi-phonetic spelling to represent narrative and informational text when writing, incorporating pictures, and drawings. **W.PR.01.02** Draft focused ideas using multiple connected sentences with appropriate grammar, usage, mechanics, and temporary spellings when composing a narrative or informational piece. **W.PR.02.03** Draft focused ideas in written compositions using paragraph clusters, each containing a main idea and some supporting details.		
	W.GR.__.01 Grammar and Usage S.CN.__.01 Grammatical structures in speaking	**CE 4.1.5** Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.	
und-complex sentences.	**W.PR.06.04** Draft focused ideas for a specific purpose using multiple paragraphs, **sentence variety**, and voice to meet the needs of an audience when writing compositions. **W.GR.04.01** In the context of writing, correctly use simple and **compound sentences**… **W.GR.05.01** In the context of writing, correctly use **compound subjects and predicates** … **W.GR.06.01** In the context of writing, correctly use style conventions and a variety of grammatical structures in writing including … **compound sentences**.	**Grammar Module Part 2** **Sentence structure and parallelism** 10 – Use varied sentence patterns (e.g., not always subject + verb + object). 10 – Edit for parallel structure in items that occur in a series. 10 – Vary sentence structure by using different kinds of phrases as modifiers, including past participial phrases. 10 – Vary sentence structure by using compound adjectives as post-noun modifiers. 10 – Vary paragraph structure by using sentences of different lengths. 11 – Work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses.	
nce, avoiding misplaced	**W.GR.06.01** In the context of writing, correctly use style conventions and a variety of grammatical structures in writing including **…,** adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative	**Grammar Module Part 2** **Sentence structure and parallelism** 10 – Order elements within sentences for clarity and flow, and repair misplaced or dangling	

case (subjective, objective,	**W.GR.06.01** In the context of writing, correctly use style conventions and a variety of grammatical structures in writing including **indefinite and predicate pronouns …** **W.GR.07.01** In the context of writing, correctly use style conventions and a variety of grammatical structures including …, and **indefinite pronoun referents.**	**Grammar Module Part 2** **Pronouns** 9 – Choose correct pronoun case (subjective, objective, possessive) for the pronoun's role in the sentence.	
ifts in pronoun number and		**Grammar Module Part 2** **Pronouns** 9 – Choose correct pronoun case (subjective, objective, possessive) for the pronoun's role in the sentence. 9 – Choose correct pronoun number for agreement with antecedent in simple situations. - singular (another, anybody, anyone, anything, each, either, everybody, everyone, everything, much, neither, nobody, no one, nothing, one, other, somebody, someone, something) - plural (both, few, many, others, several)	
with unclear or ambiguous	**W.GR.06.01** In the context of writing, correctly use style conventions and a variety of grammatical structures in writing including **indefinite and predicate pronouns …** **W.GR.07.01** In the context of writing, correctly use style conventions and a variety of grammatical structures including …, and **indefinite pronoun referents.**	**Grammar Module Part 2** **Pronouns** 10 – Choose correct pronoun number for agreement with antecedent when the pronoun can be either singular or plural, depending on context. - singular or plural (all, any, more, most, none, some) 10 – Choose correct pronoun to agree with antecedent in gender. 10 – Choose correct demonstrative pronoun (this, that, these, those). 10 – Choose correct relative pronoun to introduce an adjective clause. - who to refer to a human subject - whom to refer to a human object - that to introduce a restrictive/essential clause - which to introduce a non-restrictive/ non-essential clause 10 – Ensure that a pronoun agrees with its antecedent/referent when the two occur in separate clauses or sentences. 10 – Identify and correct pronoun references that are genuinely ambiguous. 10 – Recognize and correct missing or incorrect relative pronouns.	
ssive voice.			
nperative, interrogative,	**W.GR.07.01** In the context of writing, correctly use style conventions and a variety of grammatical structures including …, present, past, future, continuous verb tenses.		
e and mood.*		**Grammar Module Part 2** **Sentence Structure and Parallelism** 10 – Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence. **Grammar and Usage – Verb Forms and Voice** 9 – Use the present tense to express a constant or ongoing state or action, even if the rest of the passage is in the past tense (e.g., Gladys played the piano at Fletcher's yesterday. She *plays* there every Thursday). **Verb forms and voice** 10 – Edit writing for verb tense or form consistency, as appropriate. 10 – Revise inappropriate shifts in verb tenses between simple clauses in a sentence or between adjoining sentences. 10 – Edit for weak use of forms of *to be* (*is, are, was, were*). 10 – Edit to change weak passive verb forms (passive voice) to active.	
	W.GR. .01 Grammar and Usage	**CE 4.1.5** Demonstrate use of conventions of grammar, usage, and mechanics in written	

	period, question mark, or exclamation point and capitalize first and last names, and the pronoun I. **W.SP.01.01** In the context of writing, correctly spell frequently encountered one-syllable words from common word families.		
djectives (e.g., *It was a a light[,] blue suit*).		**Grammar Module Part 2** **Punctuation - Comma Use** 9 – Know how to punctuate modifiers within a sentence (when to use and when not to use a comma). 11 – Use a comma or commas, as needed, to set off compound adjectives after a noun.	
cate a pause or break.	**W.GR.08.01 I**n the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in compositions including infinitives, gerunds, participial phrases, and **dashes or ellipses**.	**Grammar Module Part 2** **Punctuation - Hyphen, dash, parenthesis use** 10 – Correctly use hyphens, dashes, double dashes, and parentheses (parenthetical phrases) to enhance writing.	
nctive adverb) to link two es.		**Grammar Module Part 2** **Punctuation - Semicolon and colon use** 9 – Use a semicolon to indicate a relationship between closely related independent clauses. 10 – Use a semi-colon after the first independent clause in a sentence, when the two clauses are joined by a conjunctive adverb.	
otation.		**Grammar Module Part 2** **Punctuation - Semicolon and colon use** 10 – Use a colon to introduce an example or an elaboration.	
using hyphens to join		**Grammar Module Part 2** **Punctuation - Hyphen, dash, parenthesis use** 10 – Correctly use hyphens, dashes, double dashes, and parentheses (parenthetical phrases) to enhance writing.	
erb, adjectival, adverbial, auses (independent, dd variety and interest to	**W.GR.07.01** In the context of writing, correctly use style conventions and a **variety of grammatical structures** including **participial phrases; adverbial subordinate clauses**; superlative adjectives and adverbs …. **W.GR.08.01** in the context of writing, correctly use style conventions and a **variety of grammatical structures** in compositions including infinitives, gerunds, **participial phrases**, and dashes or ellipses	**CE 4.1.1** Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes. **CE 4.1.3** Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers). **CE 4.1.5** Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation. **Grammar Module Part 2** **Sentence structure and parallelism** 9 – Vary sentence structures by using • introductory prepositional and other adverbial phrases and clauses. Place a comma after an introductory clause and after long introductory phrases. • present participial phrases. • appositives that add information to a noun by renaming or placing it in a category (e.g., We climbed Mt. Washington, *the tallest mountain in the east;* Carol, *a fantastic singer,* will play the leading role in our musical). • adverbial clauses, especially at the beginning or end of sentences, as appropriate for flow. Place a comma after an introductory adverbial clause. (See Connectives for examples of some words that introduce adverbial clauses.) • adjectival clauses to add details to a noun. (See Pronouns for the relative pronouns that introduce adjective clauses. See Punctuation for how to punctuate.) 10 – Vary sentence structure by using different kinds of phrases as modifiers, including post-	

	choice, structure, and style; and read their own work from another reader's perspective.	options that provide sentence variety, fluency, and flow. **CE 1.1.7** Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.	
ms to the guidelines in a	**W.GR.08.01** in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in compositions including infinitives, gerunds, participial phrases, and dashes or ellipses.	**CE 1.1.6** Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow. **CE 1.1.7** Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience. **CE 1.1.8** Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience. **CE 1.4.6** Use appropriate conventions of textual citation in different contexts (e.g., different academic disciplines and workplace writing situations).	
unknown word by using **and suffixes** **nd semantic clues, at the** **uding general and** **s, both print and digital** **y) (11-CCR)**	R.WS.__.02 Word Recognition **R.WS.08.02** Use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, and similes to infer the history of the English language, and common word origins. R.WS.__.07 Vocabulary **R.WS.04.07 I**n context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus. **R.WS.08.07** In context, determine the meaning of words and phrases including content area vocabulary and literary terms using strategies including activating prior knowledge, using text features/ structures, and authentic content-related resources.	**CE 2.1.3** Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries. **CE 4.1.2** Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others).	
ultiple-meaning words by	**R.WS.06.02** Use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication.	**Grammar Module Part 2** **Grammar and Usage - Homophones and commonly confused words** 9 – Use homophones and near-homophones correctly. 10 – Use commonly confused words correctly.	
of a word's meaning (e.g., **xt or by looking up the**	**R.WS.08.07** In context, determine the meaning of words and phrases including content area vocabulary and literary terms using strategies including activating prior knowledge, using text features/ structures, and authentic content-related resources.	**CE 2.1.3** Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries. **CE 4.1.2** Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others).	
ze its role within the text.	**R.NT.06.04** Analyze how authors use literary devices including dialogue, imagery, mood, and understatement to develop the plot, characters, point of view, and theme.	**CE 2.1.3** Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries. **CE 3.1.1** Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.	
ds (Denotations and			
		Choose appropriate words and phrases to convey/match style and tone	

		CE 1.1.7 Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience. **CE 1.3.3** Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.	
ng and use by comparing it cal meanings (synonyms).		**Choose appropriate words and phrases to convey/match style and tone** 9 – Replace general or abstract words with concrete, specific words, or with details that clarify. 9 – Choose formal or informal diction, according to audience, purpose, and voice. 9 – Choose strong, precise, active verbs and concrete specific nouns.	
ry of Tier 2 words taught		**ELA Unit Framework - Vocabulary Development** **Academic Vocabulary**	
ocabulary of Tier 3 words g.		**ELA Unit Framework - Vocabulary Development** **Academic Vocabulary**	

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Expectations

- Meaning, Notation, Place Value, and Comparisons (ME)
  - Whole Numbers (11)
  - Fractions and Decimals (8)
  - Rational Numbers, Exponents, and Real Numbers (8)
  - Rates, Ratios, and Proportions (1)
- Number Relationships and Meaning of Operations (MR)
  - Whole Numbers (11)
  - Fractions and Decimals (12)
  - Rational Numbers, Exponents, and Real Numbers (4)
  - Rates, Ratios, and Proportions (3)
- Fluency with Operations and Estimation (FL)
  - Whole Numbers (11)
  - Fractions, Decimals, and Percentages (5)
  - Rational Numbers, Exponents, and Real Numbers (7)
  - Rates, Ratios, and Proportions (3)

Algebra 3 Domains; __ Cross-Grades Expectations

- Patterns, Relations, Functions, and Change (PA) (9)
- Representation (RP) (5)
- Formulas, Expressions, Equations, and Inequalities (FO) (11)

Measurement 3 Domains; __ Cross-Grades Expectations

- Units and Systems of Measurement (UN) (14)
- Techniques and Formulas for Measurement (TE) (8)
- Problem Solving Involving Measurement (PS) (5)

Geometry 4 Domains; __ Cross-Grades Expectations

- Geometric Shape and Properties, and Mathematical Arguments (GS) (10)
- Location and Spatial Relationships (LO) (1)
- Spatial Reasoning and Geometric Modeling (SR) (6)
- Transformation and Symmetry (TR) (4)

Data and Probability 3 Domains; __ Cross-Grades Expectations

- Data Representation (RE) (5)
- Data Interpretation and Analysis (AN) (4)
- Probability (PR) (4)

1. Conceptual Understanding
2. Procedural Fluency
3. Strategic Competence
4. Adaptive Reasoning
5. Productive Disposition

Quantitative Literacy and Logic (L)

3 Standards; 36 Expectations
L1 Reasoning About Numbers, Systems and Quantitative Situations (13)
L2 Calculation, Algorithms, and Estimation (13)
L3 Mathematical Reasoning, Logic, and Proof (10)
Recommended L Expectations (3)

Algebra and Functions

3 Standards; 59 Expectations
A1 Expressions, Equations, and Inequalities (16)
A2 Functions (16)
A3 Families of Functions (27)
Recommended A Expectations (5)

Geometry and Trigonometry

3 Standards; 44 Expectations
G1 Figures and Their Properties (29)
G2 Relationships Between Figures (10)
G3 Transformations of Figures in the Plane (5)
Recommended G Expectations (3)

Probability and Statistics

4 Standards; 22 Expectations
S1 Univariate Data – Examining Distributions (9)
S2 Bivariate Data – Examining Relationships (6)
S3 Samples, Surveys, and Experiments (3)
S4 Probability Models and Probability Calculation (4)
Recommended S Expectations (6)

evere in solving them.		1. Conceptual Understanding 2. Procedural Fluency 3. Strategic Competence 4. Adaptive Reasoning 5. Productive Disposition
l reasoning.		
echnological tools.		

e (HS)	Strand, Topic	Strand, Standard, Topic, Example Expectations
	Number and Operations (K-8)	
	Meaning, Notation, Place Value, and Comparisons (ME) **Number Relationships and Meaning for Operations (MR)** **Fluency with Operations and Estimation (FL)**	
	Whole Numbers	
olve (2-4)		
	Fractions, Decimals and Percentages	
	Rates, Ratio, and Proportion	
	Rational Numbers, Exponents, and Real Numbers	
	Measurement (K-6)	
	Units and Systems of Measurement (UN) **Techniques and Formulas for Measurement (TE)** **Problem Solving Involving Measurement (PS)**	
	Geometry (K-8)	
	Geometric Shape and Properties, and Mathematical Arguments (GS)	
	Location and Spatial Relationships (LO)	
	Spatial Reasoning and Geometric Modeling (SR) **Transformation and Symmetry (TR)**	
	Algebra (6-8)	
	Patterns, Relations, Functions, and Change (PA)	
	Formulas, Expressions, Equations, and Inequalities (FO)	
odel (8)	**Representation (RP)**	
	Data and Probability (1-8)	
	Data Representation (RE)	

		Algebra and Functions (A)
		A1 Expressions, Equations, and Inequalities (16 Expectations)
		A1.1 Construction, Interpretation, and Manipulation of Expressions
ational Functions		A3.5 Polynomial Functions
al Functions		A3.6 Rational Functions
alities		A1.2 Solutions of Equations and Inequalities
		A2 Functions (16 Expectations)
		A2.1 Definitions, Representations, and Attributes of Functions A2.2 Operations and Transformations
		A2.3 Representations of Functions
		A3 Families of Functions (27 Expectations)
		A2.4 Models of Real-World Situations Using Families of Functions
)		A3.1 Lines and Linear Functions
		A3.2 Exponential and Logarithmic Functions A3.3 Quadratic Functions A3.4 Power Functions A3.5 Polynomial Functions A3.6 Rational Functions
		A3.7 Trigonometric Functions
		L1 Reasoning About Number Systems and Quantitative Situations **L2 Calculations, Algorithms, and Estimation**
ols		
, Functions, Probability,		
		Quantitative Literacy and Logic (L)
		A3 Families of Functions
h Equations		**G1 Figures and Their Properties**
		L1 Reasoning About Number Systems and Quantitative Situations
		L1.1 Number Systems and Number Sense L1.2 Representations and Relationships L1.3 Counting and Probabilistic Reasoning
		L2 Calculations, Algorithms, and Estimation
		L2.2 Sequences and Iteration L2.3 Measurement Units, Calculations, and Scales L2.4 Understanding Error
		L2.1 Calculation Using Real and Complex Numbers

		L3.3 Proof	
		Geometry and Trigonometry (G)	
		G2 Relations Between Figures	
		G2.1 Relationships Between Area and Volume Formulas G2.2 Relationships Between Two-Dimensional and Three-Dimensional Figures G2.3 Congruence and Similarity	
onometry		**G1 Figures and Their Properties**	
		G1.1 Lines and Angles – Basic Euclidean and Coordinate Geometry	
		G1.2 Triangles and Their Properties G1.3 Triangles and Trigonometry	
		G1.6 Circles and Their Properties G1.7 Conic Sections and Their Properties	
		G1.4 Quadrilaterals and Their Properties G1.5 Other Polygons and Their Properties	
		G1.8 Three-Dimensional Figures	
sion		**G3 Transformations of Figures in the Plane**	
		G3.1 Distance-Preserving Transformations – Isometries G3.2 Shape-Preserving Transformations – Dilations and Isometries	
		Statistics and Probability (S)	
gorical, Count, and		**S1 Univariate Data – Examining Distributions**	
		S1.1 Producing and Interpreting Plots S1.2 Measures of Center and Variation S1.3 The Normal Distribution	
nclusions Drawn from		**S2 Bivariate Data – Examining Relationships**	
		S2.1 Scatterplots and Correlation S2.2 Linear Regression	
		S3 Samples, Surveys, and Experiments	
		S3.1 Data Collection and Analysis	
e Sample Spaces		**S1 Univariate Data – Examining Distributions**	
el Probabilities		**S4 Probability Models and Probability Calculation**	
		S4.1 Probability L1.3 Counting and Probabilistic Reasoning S4.2 Application and Representation	

that:		
1. The number words have a standard order. 2. In counting, each object receives one and only one number word. 3. The last number word tells the number of objects. 4. Numbers said later in the count refer to larger quantities. 5. Counting on 1 more is the same as adding 1. That is, one more than a number is the next number in the count.	a. Count by ones from 1 to 100; count by tens to 100. b. Count forward from a given number within the known sequence (instead of always counting forward from 1). c. See collections of up to 10 objects as being composed of subgroups. d. Count to answer "how many?" questions with up to 10 things in various arrangements (e.g., array, circular, scattered), or up to 25 things if in a row. e. Write numerals from 1 to at least 30.	**Focal Point** Representing, comparing, and ordering whole numbers and joining and separating **Count, Write, and Order Numbers** N.ME.00.05 Count orally to 100 by ones. Count to 30 by 2's, 5's and10's using gro objects as needed. N.ME.00.01 Count objects in sets up to 30. N.ME.00.02 Use one-to-one correspondence to compare and order sets of objects t using phrases such as "same number", "more than", or "less than"; use countin matching. N.ME.00.03 Compare and order numbers to 30 using phrases such as "more than" than." N.ME.00.04 Read and write numbers to 30 and connect them to the quantities they represent.
1. Counting on is an efficient method of counting all, in which the initial count of the first addend is omitted. 2. Addition and subtraction apply to situations of joining, separating, part-part-whole, and comparing quantities to one another.14 These situations can be represented by addition and subtraction equations such as 7 + 5 = 12, 10 = 5 + 5, and so on. 3. Addition and subtraction are inverse operations; that is 10 – 8 can be found by thinking 8 + 2 = 10. 4. When any two of the numbers in an addition or subtraction equation are known, the unknown number can be found. 5. One-to-one dealing of objects in a collection (e.g., "One for you, one for me, one for him …") creates fair shares.	a. Use counting on strategies or decomposing strategies for additions and subtractions within 20. b. Solve addition problems containing three addends. c. Use objects, pictures and story contexts to explain what happens when the order of addends in a sum is changed, when 0 is added to a number, and when one addend in a sum is increased by 1 and another decreased by 1. e. Use drawings and equations to represent and solve word problems involving addition and subtraction. d. Experience enough problem situations so that many or all sums and differences within 20 become well known. f. Organize, represent and interpret data with several categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another g. Create n fair shares from a collection of objects. Identify the size of one share, and recognize the original collection as n copies of a single share.	**Focal Point** Developing understandings of addition and subtraction and strategies for basic add facts and related subtraction facts **Explore Place Value** N.ME.01.07 Compose and decompose numbers through 30, including using bundle tens and units, e.g., recognize 24 as 2 tens and 4 ones, 10 and 10 and 4, 20 ar and 24 ones. **Add and Subtract Whole Numbers** N.MR.01.10 Model addition and subtraction for numbers through 30 for a given cor situation using objects or pictures; explain in words; record using numbers and symbols; solve. N.ME.01.08 List number facts (partners inside of numbers) for 2 through 10.. N.FL.01.12 Know all the addition facts up to 10 + 10, and solve the related subtrac problems fluently. N.MR.01.09 Compare two or more sets in terms of the difference in number of ele *In Michigan, fair shares first appears in 2nd grade*
1. 1 inch, 1 foot, 1 centimeter and 1 meter are conventionally defined lengths that allow standardized length measurements. 2. When measuring a length, if a smaller unit is chosen, more units must be iterated to measure the length in those units. But the length of an object itself does not depend on the choice of unit. 3. Units can be decomposed into smaller units, e.g. a foot contains 12 inches and a meter contains 100 centimeters. A small number of long units might form a greater total length than a large number of small units. 4. Sharing a circle or rectangle fairly among 2-6 shares creates equal parts, each of which is a single unit. Copying one unit by the number of pieces measures the whole in terms of the units. 5. A half, a third, or a quarter of a given	a. Measure, compare and estimate whole-unit lengths in units of inches, feet centimeters and meters. g. Solve word problems involving dollar bills, quarters, dimes, nickels and pennies. c. Decompose circles and rectangles into 2-6 equal parts. Describe the parts using the words "halves," "thirds," "half of," "a third of," etc. Describe the wholes as 2-6 times as large as the parts.	**Focal Point** Developing quick recall of addition facts and related subtraction facts and fluency w multi-digit addition and subtraction **Measure, Add, and Subtract Length** M.UN.02.01 Measure lengths in meters, centimeters, inches, feet, and yards approximating to the nearest whole unit and using abbreviations: cm, m, in, ft, M.PS.02.02 Compare lengths; add and subtract lengths (no conversion of units). **Solve Measurement Problems** M.PS.02.10 Solve simple word problems involving length and money. **Focal Point** Composing and decomposing geometric shapes **Work with unit fractions** N.ME.02.18 Recognize, name, and represent commonly used unit fractions with denominators 12 or less; model 1/2 , 1/3, and 1/4 by folding strips. N.ME.02.21 For unit fractions from 1/12 to ½, understand the inverse relationship between the size of a unit fraction and the size of the denominator; compare ur fractions from 1/12 to 1/2

	number line to represent sums and differences; determine lengths of intervals on the number line. d. Construct a number line to 100 using tens-unit lengths, showing ones-unit lengths within a decade of interest. Explain regrouping by composing and decomposing concrete lengths e. Draw a bar graph (with single-unit scale) to represent a data set with several categories. Solve simple part-part-whole and compare problems using information presented in a bar graph. f. Identify correspondences in different representations of a data set with several categories.	*The only reference to number lines in the Michigan GLCE is in the expectation abov* *2nd graders only work with pictographs; bar graphs are not introduced until 3rd grad*
1. Patterns in the multiplication table can be explained by the Properties of Arithmetic. For example, the distributive property explains why, for any row, the entries in the 7 column are the sums of the entries in the 5 and 2 columns. 2. The Properties of Arithmetic can be used to derive new multiplications and divisions from known ones.	b. Rapidly multiply and divide within 100. c. Produce full sets of fact families for multiplication and division, as in the set 6 × 7 = 42, 7 × 6 = 42, 42 = 7 × 6, 42 = 6 × 7, 42 ÷ 7 = 6, 42 ÷ 6 = 7, 6 = 42 ÷ 7, 7 = 42 ÷ 6. a. Explain strategies for multiplying and dividing that use the Properties of Arithmetic and properties of the base ten system. d. Find the factor pairs for a given number, as in the factor pairs for the number 42: {42, 1}, {21, 2}, {14, 3}, {7, 6}.	**Focal Point** Developing understandings of multiplication and division and strategies for basic multiplication facts and related division facts **Multiply and divide whole numbers:** N.FL.03.11 Find products fluently up to 10 x 10; find related quotients using multip and division relationships. N.MR.03.09 Use multiplication and division fact families to understand the inverse relationship of these two operations, e.g., because 3 x 8 = 24, we know that 24 3 or 24 ÷ 3 = 8; express a multiplication statement as an equivalent division statement. *Distributive property doesn't appear in GLCE until 4th grade. Other properties are mentioned until 7th grade* *Finding factor pairs appears in 4th grade*
1. Quantities in a problem might be described with whole numbers, fractions or decimals; the operations used to solve the problem depend on the relationships between the quantities whatever numbers are involved. 2. The distributive property (of multiplication over addition) relates addition and multiplication. The distributive property can be shown numerically and visually, using arrays and area models.	a. Solve multistep word problems involving the four operations with whole numbers. b. Estimate answers to computations and compute mentally to assess reasonableness of results. c. Solve problems that involve comparing, ordering, adding and subtracting fractions with like denominators. Compare fractions to benchmark fractions. *This highlights a hurdle Michigan will have to overcome regarding the organization of the Common Core vs. the GLCE. Fractions are certainly a highlight of the 4th grade CC just as they are with the GLCE, but some of our expectations*	**Focal Point** Developing fluency with multiplication of whole numbers **Estimate** N.FL.04.35 Know when approximation is appropriate and use it to check the reasonableness of answers; be familiar with common place-value errors in calcu N.FL.04.36 Make appropriate estimations and calculations fluently with whole nun using mental math strategies. **Multiply and divide whole numbers** N.ME.04.09 Multiply two-digit numbers by 2, 3, 4, and 5 using the distributive pro **Add and subtract fractions** N.MR.04.28 Solve contextual problems involving sums and differences for fraction **Focal Point** Developing an understanding of fractions and decimals, including the connections b them **Understand fractions** N.ME.04.20 Understand fractions as parts of a set of objects. N.MR.04.26 Compare and order up to three fractions with denominators 2, 4, and 3, 6, and 12, including improper fractions and mixed numbers. **Read, interpret and compare decimal fractions** N.ME.04.15 Read and interpret decimals up to two decimal places; relate to mone place value decomposition. N.ME.04.18 Read, write, interpret, and compare decimals up to two decimal plac **Represent and solve problems for given data**

	4th grade GLCE but appears in the 5th grade CC. d. Solve problems that involve comparing and ordering decimal numbers to hundredths. Compare decimals to benchmark decimals. e. Make a table from given data, ask and answer questions about data in a table, solve multi-step problems using information presented in tables, and find patterns in tables.	
1. Fractions a/b and (n×a)/(n×b) are equal: for 1/b is n copies of 1/(n×b) , so a/b is n × a copies of 1/(n×b). 2. Fractions can be added or subtracted by replacing each with an equal fraction so that the resulting fractions have the same denominator. 3. Multiplying unit fractions gives a new unit fraction with denominator equal to the product of the initial denominators. 4. Multiplying unit fractions can be extended to multiplying fractions in general. Dividing a unit fraction 1/b by a whole number n gives a unit fraction with denominator n × b, because when 1/b is divided into n equal parts, the size of each part is 1/(n×b). 6. Dividing a whole number n by a unit fraction 1/b gives a whole number n × b, because, as there are b units of 1/b in 1, there are n × b units of 1/b in n. 7. A mixed number stands for the sum of its whole number part and a fractional part less than 1. A mixed number can be written as a fraction greater than 1, such as 17/5. This equivalence can be shown using area, length, and number line models. 8. The ratio of two whole number quantities a and b, written a:b or a/b, is a multiplicative comparison telling how much of one quantity there is for a given amount of the other, or how many times as much one is than the other.46	*Adding and subtracting fractions is in the 4th grade common core. Adding and subtracting of decimals is in the 5th grade common core* a. Use area models and length models (such as strip drawings or the number line) to represent multiplication of fractions, division of unit fractions by whole numbers, and division of whole numbers by unit fractions. b. Multiply fractions, divide unit fractions by whole numbers, and divide whole numbers by unit fractions, and solve word problems involving these operations. c. Divide whole numbers by single digit decimals by seeing that they are fractions with denominator 10 or 100. d. Rename fractions and mixed numbers to equivalent forms and identify equivalent fractions. e. Compare and order fractions and mixed numbers with like or unlike denominators, including in contextual situations, using the fractions themselves, strip drawings or number line representations, and area models. Describe the size of fractional quantities with reference to the problem situation. f. Make tables of equal ratios relating whole number quantities, and find missing values in the tables. Plot pairs of values on the coordinate plane.	**Focal Point** Developing an understanding of and fluency with addition and subtraction of fractio decimals **Multiply and divide fractions** N.ME.05.12 Find the product of two unit fractions with small denominators using model. N.MR.05.13 Divide a fraction by a whole number and a whole number by a fractio using simple unit fractions. **Understand fractions as division statements; find equivalent fractions** N.ME.05.10 Understand a fraction as a statement of division, e.g., 2 ÷ 3 = 2/3, us simple fractions and pictures to represent. N.ME.05.11 Given two fractions, e.g., 1/2 and 1/4, express them as fractions wit common denominator, but not necessarily a least common denominator *This is a 4th grade focus* **Express, interpret, and use ratios; find equivalences** N.ME.05.23 Express ratios in several ways given applied situations, e.g., 3 cups t people, 3: 5, 3/5; recognize and find equivalent ratios. **Construct and interpret line graphs** D.RE.05.01 Read and interpret line graphs, and solve problems based on line gra e.g., distance-time graphs, and problems with two or three line graphs on same comparing different data. D.RE.05.02 Construct line graphs from tables of data; include axis labels and scal *While Michigan 5th graders begin work with both ratios and line graphs, we do not specify ratio Also we have line graphs under data and do not make explicit that the coordinate plane althoug implied. The coordinate plane is not formally introduced until 6th grade.*
1. The Properties of Arithmetic govern operations on all numbers. 2. Division of fractions follows the "invert and multiply" rule because multiplication and division are inverse operations. 3. Every nonzero fraction has a unique multiplicative inverse, namely its reciprocal. Division can be defined as "multiplying by the multiplicative inverse." 4. A two-sided number line can be created by reflecting the fractions across zero.	a. Divide fractions, and divide finite decimals by expressing them as fractions. b. Solve problems requiring arithmetic with fractions presented in various forms, converting between forms as appropriate and estimating to check reasonableness of answers. c. Find and position rational numbers on the number line.	**Focal Point** Developing an understanding of operations on all rational numbers **Multiply and divide fractions** N.MR.06.01 Understand division of fractions as the inverse of multiplication, N.FL.06.04 Multiply and divide any two fractions, including mixed numbers, fluent **Represent rational numbers as fractions or decimals** N.ME.06.05 Order rational numbers and place them on the number line. **Understand rational numbers and their location on the number line** N.ME.06.17 Locate negative rational numbers (including integers) on the number know that numbers and their negatives add to 0, and are on opposite sides and equal distance from 0 on a number line.

that are equidistant from zero are said to be opposites of one another. The opposite of 7 is −7 and the opposite of −7 is 7. The opposite of the opposite of a number is the number itself. The opposite of 0 is 0. The operation of attaching a negative sign to a number can be interpreted as reflecting the number across zero on the number line. 6. The absolute value of a number is its distance from zero on the number line. For any positive number q, there are two numbers whose absolute value is q, namely q and −q. 7. The absolute value of a signed quantity tells the size of the quantity irrespective of its sense (debit or credit; above or below sea level). 8. Comparison of numbers can be extended to the full number system. The statement p > q means that p is located to the right of q on the number line, while p < q means that p is located to the left of q on the number line. The statement p > q does not mean |p| > |q|.	e. Graph points and identify coordinates of points on the Cartesian coordinate plane in all four quadrants. •	**Understand the coordinate plane** A.RP.06.02 Plot ordered pairs of integers and use ordered pairs of integers to ide points in all four quadrants of the coordinate plane. *The statement highlighted on the left is the kind of content statement that does not appear in th assessment document. Michigan will have to work to help educators understand the difference between an a content framework (CC) and an assessment framework (GLCE)*
1. Two variable quantities x and y are said to be proportional to one another if the ratio *x/y* is always equal to the same quantity *k*, so that *y* = *kx*. The constant k is the unit rate, and tells how much of *y* per unit of *x*.	a. Compare proportional relationships represented in different ways b. Decide whether two quantities that vary together have a proportional relationship, analyze proportional relationships using the unit rates that characterize them, and solve word problems involving proportional relationships. c. Plot pairs (*x, y*) from a proportional relationship *y* = *kx,* and pass a straight line through them and the origin. Observe that increases in *y* are proportional to increases in x, and calculate [increase in *y*]/[increase in *x*] = *k*.	**Focal Point** Developing an understanding of and applying proportionality, including similarity **Understand and apply directly proportional relationships and relate to line relationships** A.RP.07.02 Represent directly proportional and linear relationships using verbal descriptions, tables, graphs, and formulas, and translate among these represen A.PA.07.04 For directly proportional or linear situations, solve applied problems usi graphs and equations, A.PA.07.05 Recognize and use directly proportional relationships of the form *y* = *m* distinguish from linear relationships of the form *y* = *mx* + *b, b* non-zero; A.PA.07.03 Given a directly proportional or other linear situation, graph and interpr slope and intercept(s) in terms of the original situation; evaluate *y* = *mx* + *b* fo specific *x* values,
1. Angle measures formed by a configuration of lines in a plane can often be deduced from other angle measures (e.g., vertically opposite angles, angles produced when a transversal line cuts two parallel lines). 2. The side lengths of a right triangle are related by the Pythagorean theorem.	d. Explain a proof of the Pythagorean theorem. e. Use the Pythagorean theorem to determine missing side lengths in right triangles and to solve problems in two and three dimensions. f. Use the Pythagorean theorem to find the distance between two points in a coordinate system. g. Draw (freehand, with ruler and protractor, and with technology) geometric shapes from given conditions. (Focus on constructing triangles from three measures of angles or sides, noticing when the triangle is uniquely defined, ambiguous, or impossible.) h. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric	**Focal Point** Analyzing two- and three-dimensional space and figures by using distance and ang **Understand and use the Pythagorean Theorem** G.GS.08.01 Understand at least one proof of the Pythagorean Theorem; use the Pythagorean Theorem and its converse to solve applied problems including peri area, and volume problems. G.LO.08.02 Find the distance between two points on the coordinate plane using t distance formula; recognize that the distance formula is an application of the Pythagorean Theorem. *Geometric constructions appear in the 7th grade GLCE.*

	of a line segment; and constructing a line parallel to a given line through a point not on the line. i. Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.	
	a. Explore and explain by hands-on activities facts about the angle sum of triangles, exterior angles, and alternate interior angles of parallel lines. Use these facts to determine the angle sum of interior angles of convex polygons, and the angle sum of exterior angles of convex polygons.	*Angle sums appear in the 6th grade GLCE.*
	b. Explore and explain using hands-on activities: parallel lines in space, line perpendicular to a line through a given point, lines perpendicular to a plane, lines parallel to a plane, the plane passing through three given points, and the plane perpendicular to a given line at a given point. c. Use facts about angles to write and solve simple equations for an unknown angle in a figure	*Students are first introduced to parallel and perpendicular lines in 4th grade. They are also exp solve problems using the properties triangles which could include finding the unknown angle. In grade students are expected to use the properties of similar triangles to solve problems.*

eyond the HSCE in terms of difficulty and/or progression level.

Core Standards – Students understand that:	Core Standards- Students can and do:	Michigan Strand / Topic
1. The domain of a function is the set of its inputs, and the range is the set of its outputs. 2. Function notation uses a letter to stand for a function. If f is a function and x is a number in its domain, then f(x) indicates the output of f corresponding to the input x. 3. Functions can be described by key characteristics, including: zeros; vertical intercept; extreme points; average rates of change (over intervals); intervals of increasing, decreasing and/or constant behavior; and end behavior. 4. Linear, quadratic and exponential functions are defined by expressions that have forms specific to each type, in which the parameters can often be interpreted in terms of characteristics of the graph. 5. An equation in two variables implicitly expresses one variable as a function of the other if there are no points on the graph having the same value of the first variable but different values of the second. 6. When x is a power of ten, the common logarithm log(x) tells the exponent. When x lies between 10n+1n and 10, log(x) lies between n and n+1.	a. Describe qualitatively the functional relationship between two quantities by reading a graph; e.g., where the function is increasing or decreasing, what its long run behavior appears to be, and whether it appears to be periodic. b. Sketch a graph that exhibits the qualitative features of a function that has been described verbally. c. Compare values and properties of two functions represented in different ways (algebraically, graphically, numerically in tables, or by verbal descriptions). d. Relate the domain and range of a function to its graph and, where applicable, to the quantitative relationship it describes. e. Describe the qualitative behavior of common types of functions using graphs and tables. f. Interpret the parameters in the general expressions for linear, quadratic, and exponential functions, and draw conclusions about the parameters by inspection of the graph. g. Given a function f, and given a constant c, evaluate f(c) if possible and find solutions to f (x) = c (if they exist). Where appropriate, relate the possibility of evaluation to the domain and the existence or nonexistence of solutions to the range.	A2.1 Definitions, Representations and Attributes of Functions A3.7.1 Use the unit circle to define sine and cosine; approximate values of sine and cosine; use sine and cosine to define the remaining trigonometric functions; explain why the trigonometric functions are periodic.

Core Standards – Students understand that:	Core Standards- Students can and do:	Michigan Strand / Topic
1. Varying a parameter in the general expression for a linear, quadratic or exponential function can (often) be interpreted as performing a geometric transformation on the graph. This can be used to adjust a function to model a particular situation. 2. Composing a function f with a function g creates a new function called the composite function—for an input number x, the output of the composite function is f(g(x)). 3. The inverse of a function "undoes" what the function does; that is, composing the function with its inverse in either order returns the original input. 4. Sequences are functions whose domain is the whole numbers, and they can be defined recursively as well as explicitly. Arithmetic sequences are linear functions and geometric sequences are exponential functions.	a. Make graphs of linear, quadratic, cubic, absolute value and exponential functions, and, given the graph of one of these types, identify the type. b. Sketch graphs of quadratic functions presented in the form $y = ax^2+bx+c$, $y = a(x-h)^2+k$ and $y = a(x - p)(x - q)$ (without plotting points). c. Solve problems involving quadratic functions, such as analyzing projectile motion and maximizing profit. d. Identify the effect on the graph of replacing f(x) by f(x) + k, kf(x), f(kx), and f(x + k). Include both positive and negative k; find the value of k given the graphs. e. Write an expression of the form $a(1+r)^t$ or abt for an exponential function to express a constant percent growth rate or a constant growth factor. f. Evaluate composite functions and compose functions symbolically in simple cases (e.g. one or both functions linear). g. Read values of an inverse function from a graph or a table, given that the function has an inverse. h. For linear or simple exponential functions, find a formula for an inverse function by solving an equation. i. For linear functions or simple exponential functions, verify symbolically by composition that one function is the inverse of another. j. Write arithmetic and geometric sequences both recursively and in closed form, and translate between the two forms	L2.2 Sequence and Iteration A2.2 Operations and Transformations A2.3 Representations of Functions A2.4 Models of Real-World Situations using Families of Functions A3.3 Quadratic Functions A1.2.3 A2.1.5 A3.2.1 Parts (h) and (j) are likely addressed in recommended HSCEs A2.2.4 and A2.2.5
1. Linear functions grow by equal differences in equal time periods; exponential functions grow by equal factors in equal time periods. 2. The rate of change of a linear function is constant; the rate of change of an exponential function is proportional to the value of the function. 3. Exponential growth eventually outstrips polynomial growth (including, in particular, linear growth).	a. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. b. Interpret absolute and relative rates of change and use them to make predictions. c. Identify the initial value and growth or decay rate from a table or graph of an exponential function. d. Calculate and interpret the growth factor for an exponential function (presented symbolically or as a table) given a fixed time interval. Estimate the growth factor from a graph. e. Recognize a quantitative relationship as linear or exponential from description of a situation.	A2.1 Definitions, Representations, and Attributes of Functions A3.2 Exponential and Logarithmic Functions A2.3.2 A2.4.1

Core Standards – Students understand that:	Core Standards- Students can and do:	Michigan Strand / Topic
1. The unit circle in the coordinate plane enables one to extend the domains of the sine, cosine and tangent functions of right-triangle trigonometry to the real numbers. 2. Trigonometric functions are periodic by definition, and sums and products of these functions are periodic. 3. Restricting trigonometric functions to a domain on which they are always increasing or always decreasing allows for the construction of an inverse function.	a. Use radian measure and revisit graphs of trigonometric functions in terms of radians. b. Use the unit circle to determine geometrically the values of sine, cosine, tangent for multiples of π/4 and π/3; commit sines and cosines of principal angles to memory. c. Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions. d. Solve simple trigonometric equations formally using inverse trigonometric functions;64 evaluate solutions using technology. e. Explain relationships between the identity $\sin^2 x + \cos^2 x = 1$, the equation of a circle, and the Pythagorean theorem. f. Explain proofs of the sine and cosine addition and subtraction formulas. g. Use trigonometric identities to simplify expressions. h. Use trigonometric functions to solve problems in science, economics or other fields where periodic phenomena occur.	A3.7 Trigonometric Functions A1.2.10
1. Statistical methods take variability into account to support making informed decisions based on quantitative studies designed to answer specific questions. 2. Visual displays and summary statistics condense the information in data sets into usable knowledge.	a. Summarize comparative or bivariate categorical data in two-way frequency tables; interpret joint, marginal and conditional relative frequencies in the context of the data. b. Compare data on two or more count or measurement variables by using plots on the real number line (dot plots, histograms and box plots); use appropriate statistics to summarize center (median, mean) and spread (interquartile range, standard deviation) of the data sets; interpret changes in shape, center and spread in the context of the data sets, accounting for possible effects of extreme data points. c. Summarize bivariate quantitative data by giving a regression line and a measure of goodness of fit.	S1.1 Producing and Interpreting Plots S1.2 Measures of Center and Variation S2.1 Scatterplots and Correlation
1. Statistics is a process for making inferences about population parameters based on a sample from that population; randomness is the foundation for statistical inference. 2. The design of an experiment or sample survey is of critical importance to analyzing the data and drawing conclusions.	a. Use probabilistic reasoning to decide if a specified model is consistent with a given data-generating process. b. Recognize the purposes of and differences among sample surveys, experiments and observational studies; explain how randomization relates to each. c. Use data from a sample survey to estimate a population parameter. d. Use data from a randomized experiment to compare two treatments. e. Evaluate reports based on data.	S3 Samples, Surveys, and Experiments

Core Standards – Students understand that:	Core Standards- Students can and do:	Michigan Strand / Topic
	i. Find complex roots of quadratic equations.	Not specifically mentioned in HSCEs. Likely addressed in A1.2.3
5. An ellipse is obtained by stretching a circle, leading to an equation of the form $x^2/a^2 + y^2/b^2 = 1$. 6. The formula $A = \pi ab$ for the area of an ellipse can be derived from the formula for the area of a circle.	c. Find the point on the segment between two given points that divides the segment in a given ratio. d. Complete the square to find the center and radius of a circle given by an equation. e. Find an equation for an ellipse given the lengths of its major and minor axes; calculate the area of an ellipse.	
3. Vectors can be added end-to-end, component-wise, or by the parallelogram rule. The length of the sum of two vectors is typically not the sum of the lengths. 6. Multiplying a 2x2 matrix into a vector produces another vector. This can be viewed as a transformation of the plane. 7. A system of two linear equations in two variables can be represented as a single matrix equation in a vector variable. 8. Matrices can be added, subtracted and multiplied. 9. The zero and identify matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a 2x2 matrix determines whether it has a multiplicative inverse.	a. Represent vectors graphically. c. Use vectors to model and solve problems. d. Use trigonometry to decompose a vector into perpendicular components. e. Add, subtract and multiply matrices. f. Represent systems of equations as matrix equations. g. Find the inverse of a matrix if it exists and use it to solve equations.	

Core Standards – Students understand that:	Core Standards- Students can and do:	Michigan Strand / Topic
4. Complex numbers can be visualized on the complex plane. Real numbers fall on the horizontal (real) axis, and imaginary numbers fall on the vertical axis. 5. On the complex plane, arithmetic of complex numbers can be interpreted geometrically: addition is analogous to vector addition, and multiplication can be understood as rotation and dilation about the origin. Complex conjugation is reflection across the real axis. 6. The absolute value (or modulus) of a complex number is defined as its distance from the origin in the complex plane. On the complex plane, as on the real line, the distance between numbers is the absolute value of the difference, and the midpoint of a segment is the average of the numbers at its endpoints. 7. Euler's formula $e^{i\theta} = \cos\theta + i\sin\theta$ links complex numbers to trigonometry.	c. Graph complex numbers in both rectangular and polar form and interpret arithmetic of complex numbers geometrically. e. Convert complex numbers between rectangular and polar form. f. Re-derive trigonometric identities using complex methods.	
	c. Use network diagrams or other techniques to visualize complex situations with many factors, causes or agents. d. In situations with many factors, causes or agents, organize the factors/causes/agents into a hierarchy of importance. f. Use 2-by-2 tables, flowcharts, and other strategies to organize information and manage scenarios.	
2. The law of large numbers provides the basis for estimating certain probabilities by use of empirical relative frequencies.	a. Calculate experimental probabilities by performing simulations or experiments involving a probability model and using relative frequencies of outcomes. b. Compare the results of simulations (e.g., random number tables, random functions, and area models) with predicted probabilities. When there are substantial discrepancies between predicted and observed probabilities, explain them in terms of the assumptions of the probability model. e. Apply the binomial theorem to solve probability problems.	Parts (a) and (b) are contained within the Recommended HSCE S4.1.3

Core Standards – Students understand that:	Core Standards- Students can and do:	Michigan Strand / Topic
3. When the possible outcomes of a decision can be assigned probabilities and payoff values, the decision can be analyzed as a random variable with an expected value, e.g. of a wager. If possible, this is the first thing to compute in a decision context.	a. Calculate expected value to analyze mathematical fairness, payoff. b. Evaluate and compare options in situations where all of the available options share the same expected value but carry different levels of risk. c. Analyze each of two options and make a quantitatively informed decision in situations where one option has both a higher expected return and a higher level of risk. Include both low-stakes and high-stakes decisions. d. Analyze decision problems using probability concepts.	Not specifically mentioned in HSCEs. Possibly addressed in S4.2.2
	d. Construct a tangent line from a point outside a given circle to the circle.	
7. Three classical construction problems (trisecting an angle, duplicating a cube and squaring a circle) inspired the development of much important mathematics. 8. The Parallel Postulate (axiom) distinguishes Euclidean geometry from other geometries. Other geometries, such as spherical and hyperbolic geometry, use alternatives to the Parallel Postulate. Many theorems of Euclidean geometry are not theorems in other geometries.		
1. The Law of Sines generalizes the side-angle inequality. 2. The Law of Cosines generalizes the Pythagorean theorem. 3. The Laws of Sines and Cosines embody the triangle congruence criteria, in that three pieces of information are usually sufficient to completely solve a triangle. Furthermore, these laws yield two possible solutions in the ambiguous case, illustrating that "Side-Side-Angle" is not a congruence criterion.	a. Explain proofs of the Law of Sines and the Law of Cosines.	
3. Lengths of curves and areas of curved regions can be defined informally using the concept of "limit.	e. Identify and apply the 3:2:1 relationship among volumes of circular cylinders, hemispheres and cones with same height and circular base and 3:1 relationship between volume of a prism and pyramid with same base area and height. f. Identify cross-sectional shapes of slices of three-dimensional objects, and identify three-dimensional objects traced out by rotations of two-dimensional objects.	

Attachment B2.1

Summative Multi-State Assessment Resources for Teachers and Educational Researchers (SMARTER) Memorandum of Understanding

This non-binding Memorandum of Understanding (MOU) is entered into by and between the states of Delaware, Hawaii, Idaho, Nebraska, Oregon, Tennessee, Utah, Washington, Wisconsin and Wyoming (referred to as "Lead States") and Michigan ("Your State"), as a participating state. The purpose of this MOU is to establish a consortium of states (Consortium) to serve as a framework of collaboration as required to submit a proposal for a Multi-State Consortium Common Assessment Race to the Top grant. The working title for the proposal is the "Summative Multi-State Assessment Resources for Teachers and Educational Researchers" (SMARTER). In the event the proposal is approved and fully funded by the U.S. Department of Education, the final proposal will serve as the official agreement.

1. States in the Consortium will assign a key contact to assist in the drafting of the proposal, and to the extent practicable will engage their teachers, school and district administrators and institutions of higher education in the development and review of the proposal to ensure the design of the assessment system meets the needs of a variety of stakeholders.

2. States may withdraw from the Consortium prior to the establishment of the draft budget for the proposal. The anticipated date for the draft budget is 30 days before the proposal is due to the U.S. Department of Education.

3. States in the Consortium agree in principle to the following elements to be included in a proposal to the U.S. Department of Education:
   a. The purpose of the proposal is to develop a high quality summative assessment system that is aligned to the Common Core Standards, mutually adopted by Consortium states.
   b. The assessment system will use online adaptive tests, innovative item design and open-ended items to assess the full breadth of cognitive demand described by the Common Core Standards.
   c. Proposal writing will be governed by staff from the Lead States that have agreed to this MOU. Governance protocols for proposal development will be established by 2/15/2010.
   d. If funded, the assessment system will be governed by staff from states that are members of the Consortium, and will be guided with the support of selected technical experts. Governance protocols for the assessment system will be a deliverable of the grant.
   e. The assessment system will include teachers, school and district administrators, state departments of education and institutions of higher education in the design, administration, scoring and reporting of the assessments.
   f. States in the Consortium will report student, school, district and state results based upon a single common set of rigorous achievement standards. Additionally, states in the consortium may choose to report student achievement benchmarked to a variety of achievement standards including NAEP, international assessments, and benchmarks predictive of student success in college and careers.
   g. States in the Consortium will use the summative assessment system to measure school and district effectiveness to meet federal accountability requirements
   h. The assessments will be designed based on principles of Universal Design and will be consistent with professional standards as described by the APA/AERA/NCME *Standards for Educational and Psychological Testing*.
   i. The Consortium will coordinate with the MOSAIC consortium as appropriate and with other interested multi-state formative and benchmark assessment initiatives so that schools and districts will have access to a variety of high quality instructionally supportive assessment options that together yield a coherent balanced assessment system.
   j. The assessment system will use open source software applications accessible to any vendor procured by states in the Consortium.

k. States in the Consortium will create and adhere to common administration guidelines including accommodations and allowable tools and assistive devices based on high quality research regarding student learning and assessment.
l. Grant funds allocated to LEAs will in part be used to ensure participation opportunities for teachers. The estimated allocation and purpose of funds will be described in the budget section of the proposal.
m. States in the Consortium will participate in common procurement practices and deliverables to the extent the procurements are directly related to Consortium-wide activities described in the proposal. Lead states will construct a procurement process taking into account minimum procurement standards used in all participating states.
n. States in the Consortium will share a common reporting format consistent with a goal of aligning reporting systems.
o. States in the Consortium will share common security protocols regarding test items.
p. States in the Consortium will work with their institutions of higher education and teacher preparation institutions to ensure teachers are prepared to use and contribute to the summative assessment system.

This non-binding Memorandum of Understanding shall be effective beginning with the date of the last signature hereon:

Participating State SEA Superintendent/Chief/Commissioner

(b)(6)

Signature

1-6.10
Date

Michael P. Flanagan
Print Name

Superintendent of Public Instruct
Title
State of Michigan

Authorized Oregon SEA Official, on behalf of Lead States
By its signature below, the lead states hereby accept the SEA as a Participating SEA in the Consortium

Official State Designee

Date

Print Name

Title

Please sign and date this agreement by no later than January 8th, 2010.
FAX signed copy to Tony Alpert at: (503) 378-5156 or email scanned copy to Tony.Alpert@state.or.us

Attachment B2.1

States participating in the SMARTER consortium (as of 1/12/2010)

The following states have submitted a signed Memorandum of Understanding (MOU) to participate in the Summative Multi-State Assessment Resources for Teachers and Educational Researchers (SMARTER) consortium to provide high-quality summative assessments.

State	Date SMARTER MOU-Received	Lead or Participating State
Nebraska	January 4th, 2010	Lead
Washington	January 4th, 2010	Lead
Hawaii	January 4th, 2010	Lead
Wyoming	January 5th, 2010	Lead
Utah	January 5th, 2010	Lead
Tennessee	January 5th, 2010	Lead
Wisconsin	January 6th, 2010	Lead
Kentucky	January 6th, 2010	Participating
Kansas	January 6th, 2010	Participating
Minnesota	January 6th, 2010	Lead
Michigan	January 6th, 2010	Lead
Ohio	January 6th, 2010	Participating
South Carolina	January 6th, 2010	Participating
Oregon	January 6th, 2010	Lead
Montana	January 8th, 2010	Participating
Illinois	January 8th, 2010	Lead
Idaho	January 7th, 2010	Lead
Delaware	January 7th, 2010	Lead
Mississippi	January 11th, 2010	Participating
District of Columbia	January 11th, 2010	Participating
California	January 12th, 2010	Participating
Total # of states that have submitted signed MOUs for SMARTER	**21**	

Listed below are the states that have submitted a signed MOU to participate in SMARTER. In addition, also included are those states that have submitted formal statements of their intent to participate in SMARTER, but are not able to submit a signed MOU in time for the Race To the Top first round application deadlines.

State	Status of SMARTER MOU
Nebraska	Signed
Washington	Signed
Hawaii	Signed
Wyoming	Signed
Utah	Signed

Attachment B2.1

State	Status of SMARTER MOU
Tennessee	Signed
Wisconsin	Signed
New Mexico	To be signed after AG review
Kentucky	Signed
Kansas	Signed
Minnesota	Signed
Michigan	Signed
Ohio	Signed
South Carolina	Signed
Oregon	Signed
Montana	Signed
Illinois	Signed
Idaho	Signed
Delaware	Signed
Mississippi	Signed
District of Columbia	Signed
Colorado	To be signed 1/13/09
California	Signed
Anticipated total # of states that will participate in SMARTER	**23**

MOSAIC

Multiple Options for Student Assessment and Instruction Consortium

Memorandum of Understanding

This Non-Binding Memorandum of Understanding ("MOU") is entered into by and between the lead state(s): Wisconsin, Nebraska, and Missouri, and _____("Your State"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate tasks in support of a Multi-State Consortium in its implementation of an approved Standards and Assessment Section of a Race to the Top grant. States might choose to participate in this Consortium even if their Race to the Top grant application is not funded.

I. PROJECT PROPOSAL

A. PARTICIPATING SEA RESPONSIBILITIES

A Consortium of states proposes to build a balanced assessment system of formative and benchmark assessment in a Race to the Top grant application. A state might choose to participate in this agreement through funding of its own choosing. The name of the system to be built is Multiple Options (for) Student Assessment (and) Instruction Consortium (MOSAIC). The MOSAIC system will be designed to complement a summative assessment system aligned to the Common Core such as the one being proposed under the SMARTER Consortium or any other Consortia that may develop a summative assessment aligned to the Common Core.

The proposed Consortium tasks and activities described in the Race to the Top application include the tasks that follow below. States participating in the Consortium will need to determine which of the tasks they wish to undertake with this Consortium. This decision may be made after the submission of the MOU.

Task 1.1.1 COMMON CORE: **The consortium states will adopt the Common Core Standards.** Within one year of state adoption, all districts within the consortium states will have adopted the Common Core Standards, will have integrated the standards to their local curriculum, and will have aligned professional development to familiarize staff with the college and career-ready expectations.

Task 1.1.2 PROFESSIONAL DEVELOPMENT—CURRICULAR INTEGRATION: **The consortium states will develop and build professional development materials around the instructional integration of Common Core standards.** This will include curricular frameworks aligned to the Common Core, defining of learning progressions within content areas, materials on instructional strategies, and suggested interventions. All materials will be disseminated across the states within the consortium and made available in a web-banked system.

Task 1.1.3 INSTRUCTIONAL SUPPORT SYSTEM: **The consortium states will have access to a computerized system that will provide opportunities for districts to** load the system with formative/local assessment tasks, items, and instructional materials including performance assessments. These can be shared across states, and customized for local use. All will be aligned with the Common Core and will be available electronically to students and teachers with timely data turn-around.

Task 1.1.4 STATE FLEXIBILITY: **Each state will define the level at which districts/schools in their state participate in the formative/benchmark assessment system. This may vary from state to state, depending on how each state defines voluntary versus optional participation.** (One level of required participation within a state might be to require the state's persistently low performing schools and districts to participate in this comprehensive assessment system, and to require that student performance data be tracked over time for growth and improvement.)

Task 1.1.5 REPORT DEVELOPMENT: **Each state will contribute to the development of district, school, and student-level performance reports on the Common Core.** Reports will be generated in parent-friendly and teacher-friendly formats to track progress on the Common Core standards. Emphasis will be placed upon growth and improvement over time, with customized feedback about suggested next-steps based on the student's performance.

Task 1.1.6 BENCHMARK ASSESSMENT SYSTEM: **Each state will contribute to the development of a benchmark assessment item bank with the capabilities for adaptive testing.** From this item bank, common diagnostic/benchmark tests will be developed across the "total package" consortia states through a consortia bid process to a single vendor. Each state will contribute field-tested items to the bank. This bank will be used to diagnose student strengths and deficiencies and serve as an "early warning" system. Common performance standards and cut scores for these diagnostic/benchmark tests will be set across the consortium of states. The common tests will be loaded into the computerized system for immediate data turn around. The common tests will be available to districts/schools within each state as defined by that state – varying levels of participation will require different cost to each state to implement, most likely on a per-pupil basis. (States participating at the Partner or Associate level may access items in the bank, but may not utilize the consortia-developed common assessments).

Task 1.1.7 PROFESSIONAL DEVELOPMENT—USING DATA TO IMPROVE INSTRUCTION: **Each state will contribute to the development of hands-on training and workshop modules for educators that focus on user-friendly strategies to make data-informed instructional decisions based upon formative, benchmark, and summative assessment results.** All materials will be disseminated across the collaborating states.

The selection of tasks by each SEA participating in the Consortium will determine the level of participation of each respective state. There are three levels of participation that may be selected by each SEA in the Consortium. While the level of participation does not need to be selected at the time of signing the MOU, by its signature the state is indicating its interest in participating at a minimum of Level Three.

- **Level One: "Total Package"** – The state participates in **all seven tasks** with a common vendor, and shares in all resources available through the project, including all formative/benchmark assessments developed under the project. The state has an active role in developing, disseminating and sharing professional development tasks and materials.

- **Level Two: "Partner"** – The state contributes to the item bank **(Tasks 1.1.1, 1.1.2, and 1.1.6)** and professional development materials, and may use components in their state for state-specific work. (ex: state does not use common assessments developed from the bank; instead, uses the bank to create their own assessment tools with a separate vendor)

- **Level Three: "Associate"** – The state contributes to the item bank, **(Task 1.1.6 only)** and may use components in their state for state-specific work. The state does not contribute to or have access to professional development components developed through the project.

B. RESPONSIBILITIES OF ALL SEA PARTICIPATING IN THE CONSORTIUM

1) Each participating SEA in the Consortium will appoint a key contact person for the Race to the Top grant.

2) These key contacts from each State and the lead state(s) will maintain frequent communication to facilitate cooperation under this MOU.

3) Participating SEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.

This Non-binding Memorandum of Understanding shall be effective beginning with the date of the last signature hereon:

SEA Superintendent/- Participating State Chief/Commissioner (or equivalent authorized signatory)

(b)(6)

Signature

1-4-10
Date

Michael P. Flanagan
Print Name

Superintendent of Public Instruction
Title

State of Michigan

Authorized Lead SEA Official - Lead State
By its signature below, the lead state(s) hereby accepts the SEA as a Participating SEA in the Consortium

Official State Designee

Date

Print Name

Title

Please email this signed page by January 5, 2010 to

lynette.russell@dpi.wi.gov **and** **pat.roschewski@nebraska.gov**
or fax to

(Fax) 608.266.8770 **and** **(Fax) 402.471.4311**

****PLEASE email this signed page only by January 5, 2010****

States participating in the MOSAIC consortium

The following states have submitted a signed Memorandum of Understanding (MOU) to participate in the Multiple Options for Student Assessment and Instruction Consortium (MOSAIC) consortium to provide high-quality summative assessments. Listed below are the states that have submitted a signed MOU to participate in MOSAIC.

State	Date MOSAIC MOU-Received	Lead or Participating State
Delaware	January 5th, 2010	Participating
Hawaii	December 31st, 2009	Participating
Idaho	December 22nd, 2009	Participating
Iowa	January 5th, 2010	Participating
Kansas	January 5th, 2010	Participating
Kentucky	January 5th, 2010	Participating
Maryland	January 5th, 2010	Participating
Michigan	January 4th, 2010	Participating
Minnesota	January 8,2010	Participating
Mississippi	January 5th, 2010	Participating
Missouri	January 5th, 2010	Lead
Montana	January 7th, 2010	Participating
Nebraska	January 6th, 2010	Lead
New Jersey	January 5th, 2010	Participating
North Dakota	January 5th, 2010	Participating
Ohio	January 6th, 2010	Participating
Oregon	January 6th, 2010	Participating
Pennsylvania	January 8th, 2010	Participating
South Carolina	January 6th, 2010	Participating
South Dakota	January 4th, 2010	Participating
Tennessee	January 5th, 2010	Participating
Utah	January 5th, 2010	Participating
Washington	January 4th, 2010	Participating
Wisconsin	January 6th, 2010	Lead
Wyoming	January 4th, 2010	Participating
Total # of states that have submitted signed MOUs for MOSAIC*	**25**	

* As of 1/8/2010

MOU for a State Consortium Developing Balanced Assessments of the Common Core Standards

This Non-Binding Memorandum of Understanding ("MOU") is entered into by and between the Balanced Assessment Consortium and _____ ("Your State"). The purpose of this agreement is to establish a framework of collaboration for states in supporting assessment of the common core standards. The agreement also articulates tasks in support of a Multi-State Consortium in its implementation of an approved Standards and Assessment Section of a Race to the Top grant. The MOU outlines a set of working principles, the roles of states and local districts within the consortium, and a set of tasks that the Consortium would undertake.

Working Principles

A consortium of states developing a balanced assessment system for evaluating the common core standards would start with working principles derived from an examination of successful state systems in the U.S. and high-achieving systems internationally. For example:

1) **Assessments are grounded in a thoughtful, standards-based curriculum and are managed as part of a tightly integrated system of standards, curriculum, assessment, instruction, and teacher development**.

- Curriculum guidance is lean, clear, and focused on what students should know and be able to *do* as a result of their learning experiences. Assessment expectations are described in the curriculum frameworks or course syllabi and are exemplified by samples of student work.
- Curriculum and assessments are organized around a well-defined set of learning progressions within subject areas. These guide teaching decisions, classroom-based assessment, and external assessment.
- Teachers and other curriculum experts are involved in developing curriculum and assessments which guide professional learning and teaching. Thus, everything that comes to schools is well-aligned and pulling in the same direction.

2) **Assessments elicit evidence of actual student performance on challenging tasks that prepare students for the demands of college and career in the 21st century.** Curriculum and assessments seek to teach and evaluate a broad array of skills and competencies that generalize to higher education and work settings. They emphasize deep knowledge of core concepts within and across the disciplines, including problem solving, analysis, synthesis, and critical thinking, and include essays and open-ended tasks and problems, as well as selected response items.

3) **Teachers are involved in the development of curriculum and the development and scoring of assessments**. Scoring processes are moderated to ensure consistency and to enable teachers to deeply understand the standards and to develop stronger curriculum and instruction leading to greater student proficiency. The moderated scoring process is a strong professional learning experience that helps drive the instructional improvements that enable student learning, as teachers become more skilled at their own assessment practices and their development of curriculum to teach the standards. The assessment systems are designed to increase the capacity of teachers to prepare students for the contemporary demands of college and career.

4) **Assessments are structured to <u>continuously improve teaching and learning</u>**. Assessment *as*, *of*, and *for* learning is enabled by several features of assessment systems:

- The use of school-based, curriculum-embedded assessments provides teachers with models of good curriculum and assessment practice, enhances curriculum equity within and across schools, and allows teachers to see and evaluate student learning in ways that can feed back into instructional and curriculum decisions.

- Close examination of student work and moderated teacher scoring of both school-based components and externally developed open-ended examinations are sources of ongoing professional development that improve teaching.

- Developing both school-based and external assessments around learning progressions allows teachers to see where students are on multiple dimensions of learning and to strategically support their progress.

5) Assessment and accountability systems are designed to <u>improve the quality of learning and schooling.</u> Assessments aim to encourage and support the learning of ambitious intellectual skills in the way they are designed and used for informing teaching, learning, and schooling. Accountability systems publicly report outcomes and take these into account, along with other indicators of school performance, in a well-designed system focused on continual improvement for schools.

6) Assessment and accountability systems <u>use multiple measures</u> to evaluate students and schools.

Multiple measures of learning and performance are used to evaluate skills and knowledge. Students engage in a variety of tasks and tests that are both curriculum-embedded and on-demand, providing many ways to demonstrate and evaluate their learning. These are combined in reporting systems at the school and beyond the school level. School reporting and accountability are also based on multiple measures. Assessment data are combined with other information about schools' resources, capacities, practices, and outcomes to design intensive professional development supports and interventions that improve school performance.

7) <u>New technologies enable greater assessment quality</u> and information systems that support accountability.

New technologies enhance and transform the way the assessment process is developed, delivered, and used, providing adaptive tools and access to information resources for students to demonstrate their learning, and providing appropriate feedback by supporting both teacher scoring and computer-based scoring (now possible for both selected response and some forms of constructed-response items). By using technology to reduce costs for delivery of more open-ended assessment formats, scoring, and reporting, resources can be redirected to improvements in assessment quality.

Technology also organizes data about student learning, enhancing system accountability for instruction and reporting by providing more efficient, accurate, and timely information to teachers, parents, administrators, and policymakers. Technology helps to integrate information at as part of longitudinal data systems, contributing to a rich profile of accomplishment for every student.

<u>State and Local Roles within a Consortium</u>

States working within the Consortium would:

- Adopt and augment the Common Core standards as appropriate to their context.

- Create and deploy curriculum frameworks that address the standards—drawing on exemplars and tested curriculum models.
- Build and manage an assessment system that includes both on-demand and curriculum-embedded assessments that evaluate the full range of standards and allow evaluation of student progress. The Consortium may develop both joint assessments (commonly implemented by states) as well as other assessment tasks and items linked to the standards (and grounded in curriculum units) that can be incorporated into states' individual assessment plans for formative or summative purposes.
- Develop rubrics that embody the standards, and clear examples of good work, benchmarked to performance standards.
- Create oversight / moderation / audit systems for ensuring the comparability of locally managed and scored assessment components.
- Ensure that teacher and leader education and development infuse knowledge of learning, curriculum, and assessment.
- Implement high-quality professional learning focused on examination of student work, curriculum and assessment development, and moderated scoring.

Districts and schools would:

- Examine the standards and evaluate current curriculum, assessment, and instructional practice in light of the standards.
- Evaluate state curriculum guidance, and further develop and adapt curriculum to support local student learning, select and augment curriculum materials, and continually evaluate and revise curriculum in light of student learning outcomes.
- Incorporate formative assessments into the curriculum, organized around the standards, curriculum, and learning sequences to inform teaching and student learning.
- Participate in administering and scoring relevant portions of the on-demand and curriculum-embedded components of the assessment system, and examining student work and outcomes.
- Help design and engage in professional development around learning, teaching, curriculum, & assessment.
- Engage in review and moderation processes to examine assessments and student work, within and beyond the school.

Tasks the Consortium Would Undertake

The consortium of states would build on successful efforts already launched in a number of states, seeking to integrate the best knowledge and exemplars from existing efforts, so as to use resources efficiently, take advantage of well-tested approaches, and avoid reinventing the wheel. It would bring together leading curriculum and assessment experts to advise and support efforts to create a system for evaluating the Common Core, building on the most credible and well-vetted knowledge available in the field. With these supports, the Consortium could:

1. Support the Development of Curriculum Frameworks: When the Common Core standards have been released, vetted, and adopted, consortia of states would work with curriculum and assessment experts to develop (or adapt from previously successful work) curriculum frameworks, syllabi, and other materials mapped to the standards. There has been enormous investment in the United States in high-quality curriculum, for example through NSF and other

organizations at the national level, and in many states and districts. Other English-speaking nations have also developed high quality curriculum materials linked to standards and learning progressions that could be evaluated in this process. This effort would inventory and cull from efforts with a strong evidence base of success to support states in building out curriculum frameworks around which they can organize deeper curriculum development at the local level, state and local assessment development, instructional supports, and professional development.

2. Create a Digital Curriculum and Assessment Library: The results of this effort should ultimately be made available on-line in a digital platform that offers materials for curriculum building and, eventually, model syllabi for specific courses linked to the standards, formative and summative assessment tasks and instruments linked to the curriculum materials, and materials for training teachers and school leaders in both strategies for teaching specific curriculum concepts / units and assessment development and scoring. In addition, as described below, an electronic scoring platform supporting training, calibrating, benchmarking, and reporting would be developed and made available across the states.

3. Develop State and Local Assessments: The state consortium would work to create a **common reference examination, which includes selected-response, constructed response and performance components** aimed at higher-order skills, linked to the Common Core standards for grades 3-8, like the NECAP assessment recently developed by a set of New England states. This assessment would be designed to incorporate more rigorous and analytic multiple-choice and open-ended items than many tests currently include and would include strategically selected curriculum-embedded performance assessments at the classroom level that can be part of the summative evaluation, while also providing formative information.

These curriculum-embedded components would be developed around core concepts or major skills that are particularly salient in evaluating students' progress in English language arts and mathematics. (Eventually, work on science could be included.) Exemplars to evaluate and build upon are already available in many states and in nations like England that have developed a set of "tests and tasks" for use in classrooms that help teachers evaluate students' learning in relation to well-described learning progressions in reading, writing, mathematics, and other subjects.

Curriculum-embedded components would link to the skills evaluated in the "on-demand" test, allowing for more ambitious tasks that take more time and require more student effort than can be allocated in a 2 or 3-hour test on a single day; these components would evaluate skills in ways that expect more student-initiated planning, management of information and ideas, interaction with other materials and people, and production of more extended responses that reveal additional abilities of students (oral presentations, exhibitions, and product development, as well as written responses) that are associated with college and career success.

In the context of summative assessments, curriculum-embedded tasks would be standardized, scored in moderated fashion, and scores would be aggregated up to count as part of the external assessment. Curriculum-embedded assessments would also include marker tasks that are designed to be used formatively to check for essential understandings and to give teachers useful information and feedback as part of ongoing instruction. Thoughtful curriculum guidance would outline the scaffolding and formative assessment needed to prepare students to succeed on the summative assessments.

All components of the system would 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. In addition, designers who are skilled at developing linguistically supportive assessments and tests for students with learning disabilities would be engaged from the beginning in considering how to develop the assessments for maximum access, as well as how to design appropriate accommodations and modifications to enable as many students as possible to be validly assessed within the system.

The emphasis on evaluating **student growth over time** and on tying standards to a conception of learning progressions should encourage a growth oriented frame for both the "on-demand" examination and the more extended classroom assessments. The Consortium may consider the viability of incorporating computer-based adaptive testing that creates vertically scaled assessments based on the full range of learning progressions in ELA and math. This would allow students to be evaluated in ways that give greater information about their abilities and their growth over time. This approach would not preclude the evaluation of grade-level standards, which could be part of any students' assessment, nor would it preclude a significant number of constructed response, open-ended items, as the technology for machine-scoring structured open-ended items is now fairly well-developed. Strategic use of partial teacher scoring for these items would also be a desirable element of the system to support teachers' understanding of the standards and assessments, and their planning for instruction.

The emphasis on evaluating student growth should also inform the development of the curriculum-embedded elements of the system, which should be selected or developed to strategically evaluate students' progress along the learning continuum. Centrally developed tasks administered and scored by teachers with moderation (see below), using common rubrics, would be part of the set of reported scores. In states with experience and capacity, it may be possible to begin to incorporate information about student learning that teachers develop from their own classroom evidence, linked to the standards and learning progressions and guided by the curriculum frameworks. This could be an optional aspect of the Consortium's work for states and communities with interest and capacity.

At the **high school level**, the Consortium might explore one or both of two options for assessment:

- **Course- or syllabus-based systems** like those in England, Australia, Singapore, Hong Kong, Alberta (Canada), as well as the International Baccalaureate. Generally conceptualized as end-of-course-exams in this country, this approach should become a more comprehensive course assessment approach like that pursued in these other countries. Such an approach would include within-course performance assessments that count toward the examination score, as well as high-quality assessment end-of-course components that feature constructed response as well as selected response items. Within-course performance assessments would tap central modes of inquiry in the disciplines, ensuring that students have the opportunity to engage in scientific investigations, literary analyses and other genres of writing, speaking and listening; mathematical modeling and applications; social scientific research. Such an approach might require an ELA and math assessment at a key juncture that evaluates an appropriate benchmark level for high school standards, and then, as in high-achieving nations, allow for pursuit of other courses/ assessments that are selected by students

according to their interests and expertise. These could serve as additional information on the diploma for colleges and employers.

- **Standards-driven systems** that might include a more comprehensive benchmark assessment in ELA and mathematics complemented by collections of evidence that demonstrate students' abilities to meet certain standards within and across the disciplines. This set of assessments would allow more curriculum flexibility in how to meet the standards. Systems like these are used in some provinces in Canada and Australia, in states like Rhode Island, Wyoming, Nebraska, and New Hampshire, and in systems of schools like the New York Performance Standards Consortium, the Asia Society, and Envision Schools. Sometimes these sets of evidence are organized into structured portfolios, such as the Technology portfolio in New Hampshire and the broader Graduation portfolios in these sets of schools that require specific tasks in each content area, scored with common rubrics and moderation.

- **A mixed model** could combine elements of both course- and standards-driven models, allowing some demonstrations of proficiency to occur in any one of a range of courses (rather than a single, predetermined course) or even outside the bounds of a course, like the efforts by some states to allow students to pass courses via demonstrations of competence rather than seat time (e.g. NH, OH). Such a system could also include specific components intended to develop and display research and inquiry skills that might also be interdisciplinary, such as the Project Work requirements in England, Singapore, and the International Baccalaurate, and the Senior Project requirements in Pennsylvania and Ohio.

4. Develop Moderation and Auditing Systems for Teacher-Scored Work: The consortium would develop protocols for managing moderation and auditing systems and training scorers so as to enable comparable, consistent scoring of performance assessments. In other nations' and states' systems that include these features routinely, procedures have been developed to ensure both widespread teacher involvement – often as part of professional development time – and to create common standards and high levels of reliability in evaluating student work. A range of models are possible, and the consortium would serve as a resource to individual states in developing and implementing strong, efficient approaches.

5. Develop Technology to Support the Assessment System: Technology should be used to enhance these assessments in a number of ways: by delivering the assessments; in on-line tasks of higher-order abilities, allowing students to search for information or manipulate variables and tracking information about the students' problem-solving processes; in some cases, scoring the results or delivering the responses to trained scorers / teachers to assess from an electronic platform. Such a platform may also support training and calibration of scorers and moderation of scores, as well as efficient aggregation of results in ways that support reporting and research about the responses. This use of technology is already being used in the International Baccalaureate assessment system, which includes both on-demand and classroom-based components.

In order to gain the efficiency and cost benefits of machine scoring and the teaching and learning benefits of teachers' moderated scoring, a mixed system could be developed where computer-based scoring is incorporated on constructed response tasks where useful – though teachers would score some of these tasks for anchoring and learning purposes – while other tasks that require human scoring engage most teachers in scoring to support improvements in instruction.

RESPONSIBILITIES OF ALL SEAs PARTICIPATING IN THE CONSORTIUM

1) Each participating SEA in the Consortium will appoint a key contact person.

2) These key contacts from each State will maintain frequent communication with the parties administering the Balanced Assessment Consortium to facilitate cooperation under this MOU.

3) Participating SEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.

This Non-binding Memorandum of Understanding shall be effective beginning with the date of the last signature hereon:

SEA Superintendent/- Participating State Chief/Commissioner (or equivalent authorized signatory)

(b)(6)

Signature

1-6-10
Date

Michael P. Flanagan
Print Name

Superintendent of Public Instruction State of Michigan
Title

Please email this signed page to

Tammy Morrill
Tammy.Morrill@maine.gov

****PLEASE email this signed page only by January 7, 2010****

MOU
State Consortium
Developing Balanced Assessments
of the Common Core Standards Project
in January 2010

Alabama
Arizona
Arkansas
California
Connecticut
Delaware
Illinois
Indiana
Kansas
Kentucky
Maine
Maryland
Massachusetts
Michigan
Mississippi
Missouri
Montana
New Hampshire
New Jersey
North Dakota
Ohio
Pennsylvania
Rhode Island
South Carolina
South Dakota
Utah
Washington DC
West Virginia
Wisconsin
Wyoming

Attachment B2.4

BOARD OF DIRECTORS

CO-CHAIRS

Governor Phil Bredesen
State of Tennessee

Craig R. Barrett
Former CEO/Chairman of the Board
Intel Corporation

BOARD MEMBERS

Governor Jennifer Granholm
State of Michigan

Edward B. Rust, Jr.
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State Farm Insurance

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State of Rhode Island

Mark B. Grier
Vice Chairman
Prudential Financial, Inc.

Jeff Wadsworth
President & Chief Executive Officer
Battelle

Governor Dave Heineman
State of Nebraska

Governor Deval Patrick
State of Massachusetts

CHAIR EMERITUS

Louis Gerstner, Jr.
Former Chairman & CEO
IBM Corporation

PRESIDENT

Michael Cohen

TREASURER

Peter Sayre
Controller
Prudential Financial, Inc.

January 15, 2010

Mr. Michael P. Flanagan
Superintendent of Public Instruction
Michigan Department of Education
608 West Allegan Street, 4th Floor
Lansing, MI 48917

Dear Superintendent Flanagan:

Achieve is pleased to confirm Michigan's participation in an assessment partnership committed to pursuing the development and implementation of summative assessments that are aligned to the common core standards, that can be used within states as part of statewide assessment systems, and that will enable comparability of results across a maximum number of states.

We have received your formal request to join the other states in this partnership and acknowledge your acceptance of the attached Statement of Principles which will guide our collective work.

Michigan's participation in this partnership is critical to its success. We look forward to continuing our important work together in the coming months.

Sincerely,

(b)(6)

Michael Cohen
President

States Committed to Assessment Partnership
(As of 10:00 am EST on January 15, 2010)

1. Alabama
2. Arizona
3. Arkansas
4. California
5. Delaware
6. District of Columbia
7. Florida
8. Georgia
9. Hawaii
10. Illinois
11. Indiana
12. Kentucky
13. Louisiana
14. Maryland
15. Massachusetts
16. Michigan
17. Minnesota
18. New Hampshire
19. New Mexico
20. North Carolina
21. Ohio
22. Oklahoma
23. Pennsylvania
24. Rhode Island
25. Tennessee
26. Utah
27. Wisconsin

1775 Eye Street NW, Suite 410, Washington, D.C. 20006 Phone (202) 419-1540 Fax (202) 828-0911
www.achieve.org

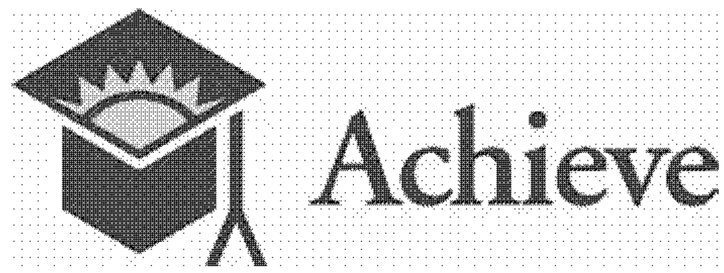
Comparing Student Performance on Common College- and Career-Ready Standards
Statement of Principles

Our state is committed to an education system that prepares all of our students for success in college, careers, and life in the 21st century. We believe in setting *high* expectations for our students and schools that are firmly grounded in what it takes to be successful. We believe in setting *common* expectations across states, and are committed to working with like-minded states to adopt common standards and assessment systems anchored in college and career readiness.

Our state supports common assessments that meet the following principles:

- Aligned to the common core standards
- Anchored in college and career readiness
- Allow for comparison of student results across a maximum number of states
- Enable to the maximum extent possible benchmarking performance against NAEP and international standards
- Cover grades 3 through 8 and high school, including college/career ready measures at the end of high school
- Address three overarching goals: measuring student proficiency, ensuring accountability, and improving teaching and learning
- Enable measurement of student achievement and growth
- Are summative in nature but designed in a manner consistent with more comprehensive assessment systems that also include interim and formative assessments
- Provide valid and reliable measures of student knowledge, understanding of, and ability to apply crucial concepts through the use of a variety of item types and formats
- Leverage technology and economies of scale in order to minimize costs and create assessments that accurately measure student performance
- Provide for timely release of results to better inform practice and support decision-making
- Include the assessment of students identified with disabilities and English language learners and to the extent feasible, use universal design principles

We understand that Achieve will work with other national partners to build on the work of the common core standards and convene states to pursue a common assessment strategy that meets these principles. We are prepared to work with Achieve and its partners in as large a consortium of states as possible to explore the development and implementation of summative assessments that are aligned to the common core standards, that can be used within states as part of statewide assessment systems, and that will enable comparability of results across states. We understand that in pursuing this effort, Achieve and its partners will work closely with other consortia that have been formed to explore areas of common ground and determine whether and how efforts could be combined to achieve comparability of results.



Comparing Student Performance on Common College- and Career-Ready Standards
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Attachment B3.1

REACH FOR THE TOP
MOVING STUDENTS UP NOT OUT

SUPERINTENDENT'S DROPOUT CHALLENGE

MICHIGAN'S 2009-2010 CHALLENGE TO SCHOOLS

In every elementary, middle and high school, identify 10-15 students who are nearing or in a transition year with multiple dropout risk factors and provide research-based supports and interventions

POSSIBLE IMPACT 37,000—55,500 STUDENTS

☆ Reduce Dropouts ☆ Increase Grades and Test Scores ☆ Meet AYP
☆ Attract and Retain Students ☆ Engage Parents and Community

TURNING THE TIDE

Research shows most students send distress signals years before they drop out of school. In fact, key early warning signs displayed by students nearing or entering transitional school years, such as 5th, 6th, 7th, 8th and 9th grades, have been proven to be strong dropout predictors.

Because schools and districts now can predict early-on which students are most likely to drop out, they also can intervene to prevent dropout.

Early Warning Signs

- Poor grades in core subjects
  - ◊ Sixth graders who fail math have a one-in-five chance of making it to the 12th grade on time and often repeat the 9th grade. Those failing English have a one-in-eight chance.
  - ◊ 33% of 8th grade students scoring in the lowest mathematics achievement quartile fail to graduate.
- Grade retention
  - ◊ 64% of students who had repeated a grade in elementary school and 63% of those who had been held back in middle school left school without a diploma.
- Low attendance
  - ◊ In one study of the eighth graders in Philadelphia who attended school less than 80 % of the time, 78% eventually dropped out.
- Disengagement in the classroom, including behavioral problems
  - ◊ Sixth graders who receive a poor behavior mark have a one-in-four chance of making it to the 12th grade on time.

IMPLEMENTING THE CHALLENGE

Step 1: Commit to the Superintendent's Challenge by registering online at www.mi.gov/dropoutchallenge.

Step 2: Review previous year's attendance, grades, disciplinary actions, credit accumulation, grade promotion, and test scores of students nearing or entering transition years.

Step 3: Identify 10-15 students with multiple early warning signs by October 28 2009. A free dropout data calculation tool for schools is available National High School Center.

Step 4: Provide identified students with research-based supports and interventions.

Step 5: Engage the community in identifying an adult advocate, mentor or transition coach for each student.

Step 6: Involve students and families in the discussion and solutions.

Step 7: Monitor student academic, social and emotional progress.

To support educators, the Michigan Department of Education (MDE) will partner with school districts and education associations across the state to provide a variety of professional development opportunities to administrators and teachers on how to use existing data, resources and supports to reduce dropouts.

RECOGNIZING PROGRESS

To recognize the substantial effort by schools who commit and register for this challenge, school and district names will appear on a special Dropout Challenge web page within the Michigan Department of Education website at www.mi.gov/dropoutchallenge.

This web page also will include the latest research and resources on Early Warning and Dropout Prevention.

All dropout challenge schools will be invited to submit information to MDE on their efforts and student progress in spring 2010. Buildings demonstrating the most student progress will be part of a special recognition and awards program.

Establishing an Early Warning System is a highly recommended dropout prevention strategy that can be funded with Title II-D funds. Supplementing services to support students at-risk of dropping out of school can be funded through Title I-Part A.

MICHIGAN Department of Education

"This Challenge, coupled with our dedicated teacher's efforts statewide, will allow us to lead together and embrace the one true purpose of education, which is putting our children first." Mike Flanagan, State Superintendent of Public Instruction

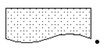
Attachment B3.2

Balanced Assessment System Implementation Timeline

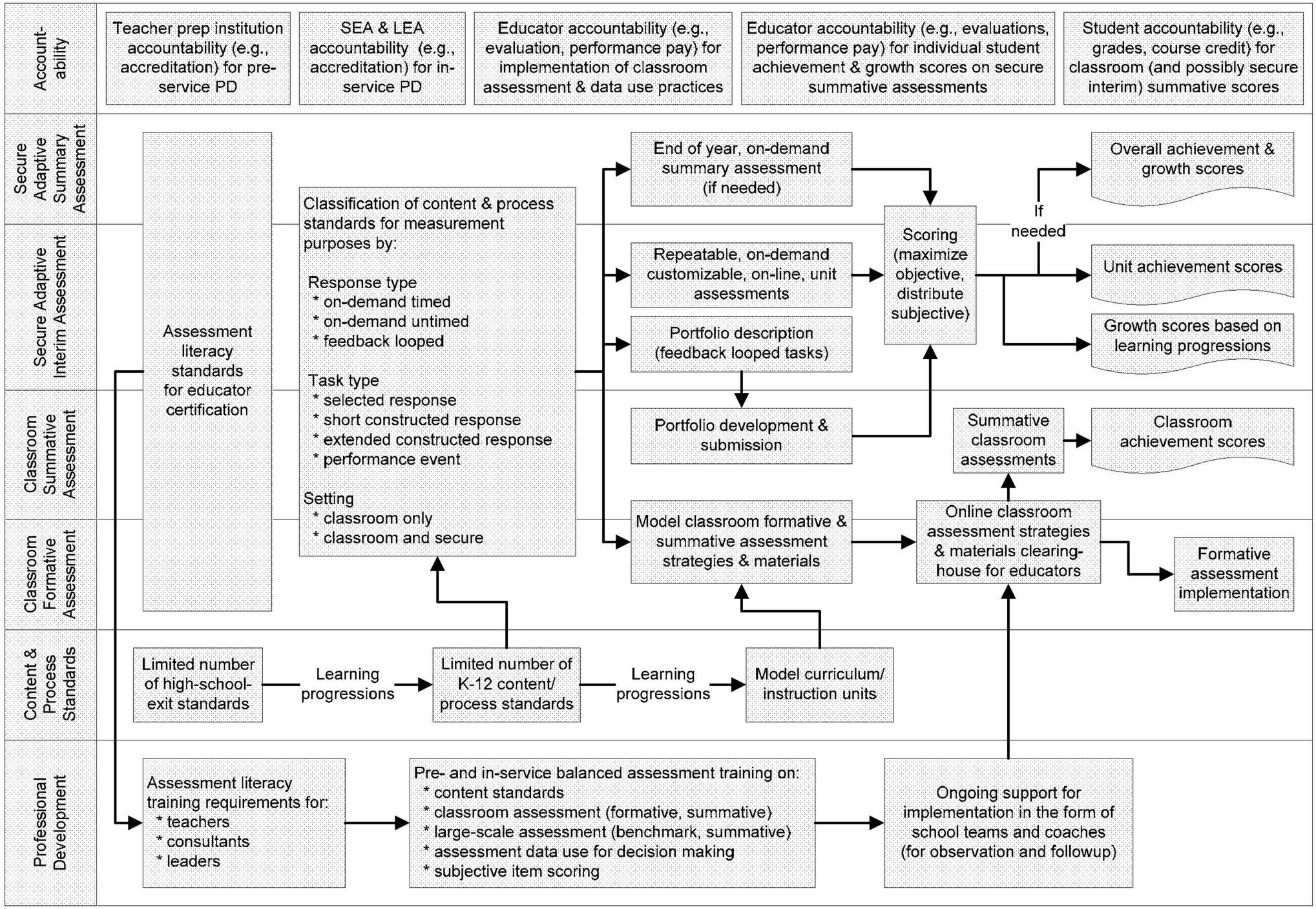
DATE/ DEADLINE	Protocol Step	Activities/Products
January 2010	State Superintendent signs MOUs for MOSAIC, SMARTER, and Balanced Assessment consortia	MOUs provided to consortia lead states
April 2010	MDE proposes consortia utilize OEAA's current resources	Initial consortia meetings anticipated to commence in April 2010
April 2010	In conjunction with a multi-state consortium, Michigan will complete Race to the Top summative assessment RFP	Completed RFP submitted to USED for review
Spring 2010 – Spring 2014	OEAA continues to administer USED approved assessments and begin new assessment development with multi-state consortia	Maintenance of current assessment programs and requirements gathering for new assessments
Fall 2010	The state will begin seeking additional funding to develop and administer new assessments	Contact foundations interested in supporting assessment development; apply for additional federal and state funding
Fall 2011	MDE provides grant opportunities for ISD consortia to develop summative assessments	Roll-out of summative assessment grant proposals in grades/content areas not being developed by the state
Fall 2011	MDE provides grant opportunities for ISD consortia to develop interim benchmark and formative assessments	Roll-out of interim benchmark and formative assessment grant proposals in grades/content areas not being developed by the state
Fall 2011	MDE provides incentive program including matching funds for ISD consortia to develop assessments	Roll-out of incentive program opportunities and requirements
Spring 2012	MDE develops specifications for high quality interim benchmark and formative assessments to support grant opportunities	Specifications and guidelines developed with grant recipients and provided for public review
Fall 2014	OEAA administers common summative assessments developed by multi-state consortia in reading and mathematics	Operational assessments administered in grades 3-8 and one high school grade
Fall 2014	OEAA administers common interim benchmark assessments developed by multi-state consortia in reading and mathematics	Operational assessments administered in grades 3-8 and one high school grade

Balance Assessment and Accountability System Schematic

A schematic of the different components of a balanced assessment & accountability system and their interconnections is provided in Figure 1. Each component of the balanced system in Figure 1 is represented by a horizontal bar, showing in which aspect each of the individual pieces of the system is carried out. For example, note that the "assessment literacy standards for educator certification" box spans the formative, classroom summative, secure interim, and secure summary components, indicating that those standards must cover all four areas of assessment competence. In addition, Figure 1 is intended to be symbolic in the following ways:

- First, the bedrock of the system is the overarching professional development provided to educators to assure that they are equipped to work within the system.
- Second, the foundation of the system is must be coherent content and process standards, around which curriculum, instruction, and assessment must be developed to assure validity.
- Third, (classroom) formative assessment underlies all of the assessment components of the system—without which the stability and usefulness of the other assessment (and corresponding accountability) components are suspect.
- Fourth, the system is protected by the umbrella of accountability to provide incentives to implement the system as intended, and to minimize unintended consequences for students, educators and schools.
- Fifth, there are only two entry points into the system: a limited number of high school exit goals, and assessment literacy standards for educator certification.
- Sixth, there are only three ultimate outcomes of the system (all of which are measures of student achievement), represented by the symbol  .
- Seventh, there are only two other critical goals of the system (implementation of formative assessment, and ongoing support for school teams and coaches) which are intended to support the ultimate outcomes of student achievement.
- Eighth, inherent in the comprehensiveness and individualized nature of many components of the system is the capability to include all students (both students with disabilities and English language learners) in the system.
- Finally, the balanced assessment and accountability system requires a large-scale technical infrastructure for data collection, secure assessment delivery, hosting of a transparent and accessible model materials repository, and a transparent reporting structure capable of facilitating usefulness the entire system.

Balance Assessment and Accountability System Schematic

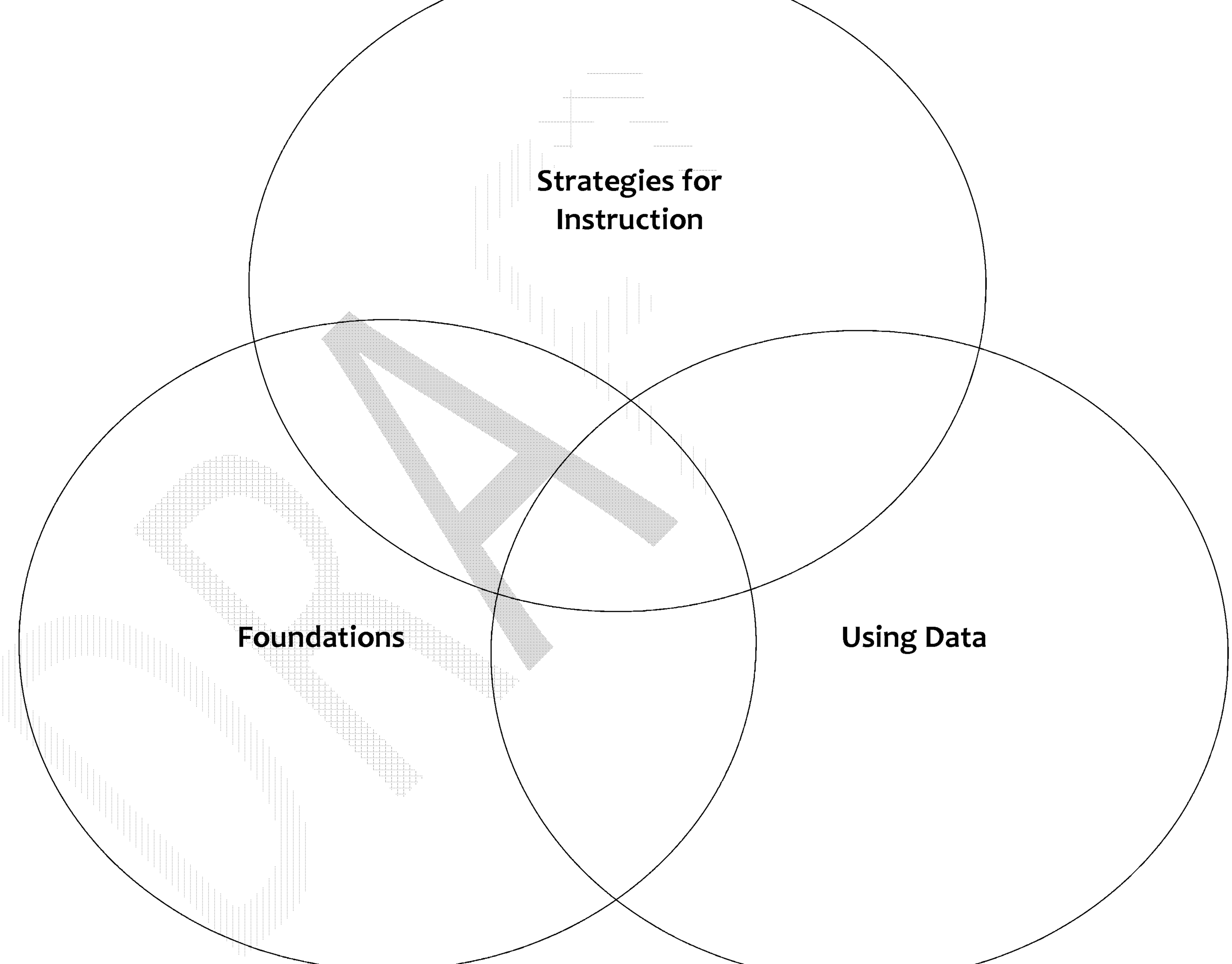


Essential Te	Equity and Anti-Racism	*in order to achieve high educational outcomes for all stud*
	Urgency, Relentlessness, and Ownership of Outcomes	*Committing to the hard work of moving all students to achievem responsibility for student educational outcomes*
	Embedding Technology	*embracing the idea that technology in many forms may have applications for teaching and learning; working collaboratively w to enhance classroom instruction by using emerging technolo classroom*
Educator Responsibilities	Content Knowledge	*possessing deep knowledge of the subject(s) that one tea*
	Continuing Professional Development	*seeking out continuous professional learning experiences that w personal instructional effectiveness*
	Pedagogical Knowledge	*possessing deep knowledge of the methodology of instru*
	Reflection	*analyzing practice in light of student outcomes in order to maxim mastery of learning goals and objectives*
	Professional Collaboration	*working with colleagues to enhance instructional techniques, res problem-solving*
	Embedding Technology	*using technology to expand the number and depth of resources educators to develop professional practice*
Classroom Management	Creating an Environment for Learning	*building and facilitating a learning space that minimizes disrupt learning process; provides safety, support and encouragement; the strengths of all learners*
	Routines to Maximize Instruction	*establishing policies and procedures and making instructional c protect learning time from non-instructional disruption*
	Supportive Personal Relationships with Students	*establishing two-way communication with students to learn a understand interests, motivations, goals, and life experience in personalize and support instruction*
	Embedding Technology	*responsibly using social networking and other technologies t classroom culture and community*
Initial and On-Going Instructional Planning	Standards/Objective-Based Planning	*designing lessons and units of instruction aligned to content ex that identify what students should know or be able to*
	Backward Planning	*determining how to assess when a student has mastered an obje working in reverse to match instructional strategies to intended*
	Lesson Planning	*using information about students' prior knowledge to design an to facilitate learning and assess mastery of one or more learning*
	Unit Planning	*using information about students' prior knowledge to design an to facilitate learning and assess mastery of a set of interconnect objectives*
	Long-Term Planning	*using information about students' prior knowledge to design an to facilitate learning and assess mastery of the content that com grade level and/or course-specific curriculum*
	Embedding Technology	*using technology to plan for instruction*
ing Families and the Community	Two-Way Communication	*establishing and maintaining communication between school and is based on mutuality of goals for student outcomes; perseverin differences of opinion and logistical challenges to share respons student outcomes*
	Volunteering	*accepting, organizing, encouraging, and supporting the contribu and talent to school functions by students' families and other c members*
	Learning at Home	*providing information and resources to assist families in supporti learning activities and educational planning while not in sc*
	Decision-Making	*developing parent leaders, representatives, and activists to par school decision-making activities and functions*
	Collaborating with the	*identifying and integrating resources and services with the com*

Activation and Extension of Knowledge	Making Connections/Deep Knowledge	*weaving students' background knowledge with new content to integrated understanding of new ideas and concepts*
	Mnemonic Devices	*using memory aids to enhance acquisition of new knowle*
	Embedding Technology	*using technology to develop content knowledge*
Differentiation	Academic Strengths and Areas for Growth	*identifying and targeting individual student learning needs; usin academic strengths to support targeted instruction*
	Needs of Diverse Learners	*planning for and reacting responsively to the spectrum of studen needs within a classroom*
	Learning Preferences	*using knowledge of student preferences, interests, and nee individualize instructional processes*
	Multiple Intelligences	*using knowledge of individual students' different ways of demo learning to individualize instruction and assessment*
	Embedding Technology	*utilizing many forms of technology to support learning based on interests and abilities*
Stimulation of Critical Thinking and Problem-Solving	Generating and Testing Hypotheses	*teaching students how to identify problems, ask relevant quest develop testable solutions or new ideas*
	Higher Order Thinking Skills	*pushing students to analyze, synthesize, and evaluate informatio new knowledge*
	Summarizing	*teaching students to develop a brief and comprehensive re-telli main points of a specific text, concept, or idea*
	Critical Discussion	*facilitating thoughtful, well-reasoned dialogue about learning t demonstrates higher-order thinking skills*
	Nonlinguistic Representation	*using symbols, diagrams, and physical models and movement to information and learning*
	Comparing and Contrasting	*Analyzing similarities and differences in complex concepts and re*
	Metacognition	*teaching students to be aware of their own thinking proce*
	Embedding Technology	*using various technologies that require students to think critic problem-solve*
Scaffolding	Graduated Questioning	*using questions to guide and advance students from knowledge critical thinking*
	Direct Instruction	*using a cycle of teacher-led instruction, guided practice, and ind practice to foster student concept mastery*
	Conferring	*using one-on-one conferencing with students to assess, correct, the learning process*
	Spacing Learning Over Time	*extending learning opportunities or lessons on a specific topic o over time to promote mastery through practice and feedb*
	Embedding Technology	*using technology to meet targeted needs of students*
Multiple Opportunities for Practice, Mastery, and Assessment	Academic Choice	*providing students opportunities to participate, practice, a demonstrate mastery in a self-selected manner*
	Authentic/Alternative Assessment	*assessing student mastery using means other than written*
	Formative Assessment	*continuously monitoring student work and providing feedback lesson/unit cycle to adjust instruction to help students move learning goals*
	Summative Assessment	*assessing student mastery of a defined learning goal at the culmi unit, course, or instructional program*
	Homework	*providing meaningful out-of-school experiences connected to c instruction to practice academic skills and/or advance student*
	Embedding Technology	*using technology to assess learning, master, or proficien*
ng	Cooperative Grouping	*developing workgroups in which students are mutually respon outcomes*

Instructional Decision-Making	Setting Goals	*using data to determine rigorous, realistic outcomes that can be over time*
	Matching Instructional Strategies to Identified Needs	*using student data to plan and design instruction that will most and efficiently move students to proficiency in identified area*
	Progress Monitoring	*measuring and tracking progress toward a stated goal over t adjusting instruction as necessary to sustain desired grow*
	Providing Feedback	*communicating progress towards a stated goal*
	Embedding Technology	*using technology to collect and analyze information necess instructional decision-making*

DRAFT


Strategies for Instruction
Foundations
Using Data

Attachment B3.5

B-3 Standards Adoption Implementation Timeline
Supporting the transition to enhanced standards and high quality assessments

DATE/ DEADLINE	Protocol Step	Activities/Products
	(B-3) #1. Roll-Out of the Common Core Standards (CCS) and Supporting Components	
July 2010		Roll-out Materials developed and posted
August 2010		Recordings of podcasts and Webinars
September 2010		Collected information from the roll-outs analyzed to inform and improve forthcoming Responsive Instructional Support System (RISS) support
	(B-3) #2. Alignment of the CCS with post secondary transition	
February 2010		Establish P-20 Council
September 2010		Complete alignment evaluation of college entrance and placement requirements with the CCS
	(B-3) #3. Development Curriculum Framework	
May 2011		Develop components of curriculum framework for ELA and mathematics
May 2012		Develop components of curriculum framework for Social Studies and Science
May 2013		Develop components of curriculum framework for other content areas of the Michigan Merit Curriculum
	(B-3) #4. Development and Dissemination of Instructional Materials and Assessments	
December 2009-2010		Expand Accountability Title 1 Grant approved by SBE, including specific strategies for high school programs
2009-2010		Facilitate school participation in the Dropout Challenge
April 2010		Develop High School Reform team plan
2010		Develop PK-12 Wrap-Around Services Pilot Project
2010		Develop OEAA balanced assessment plan
2009- July 2010		Complete, publish, and rollout Reimagining Effective Instruction Framework
June 2011- September 2012		Develop REIF website to supports teacher professional development, teacher collaboration, and content specialists

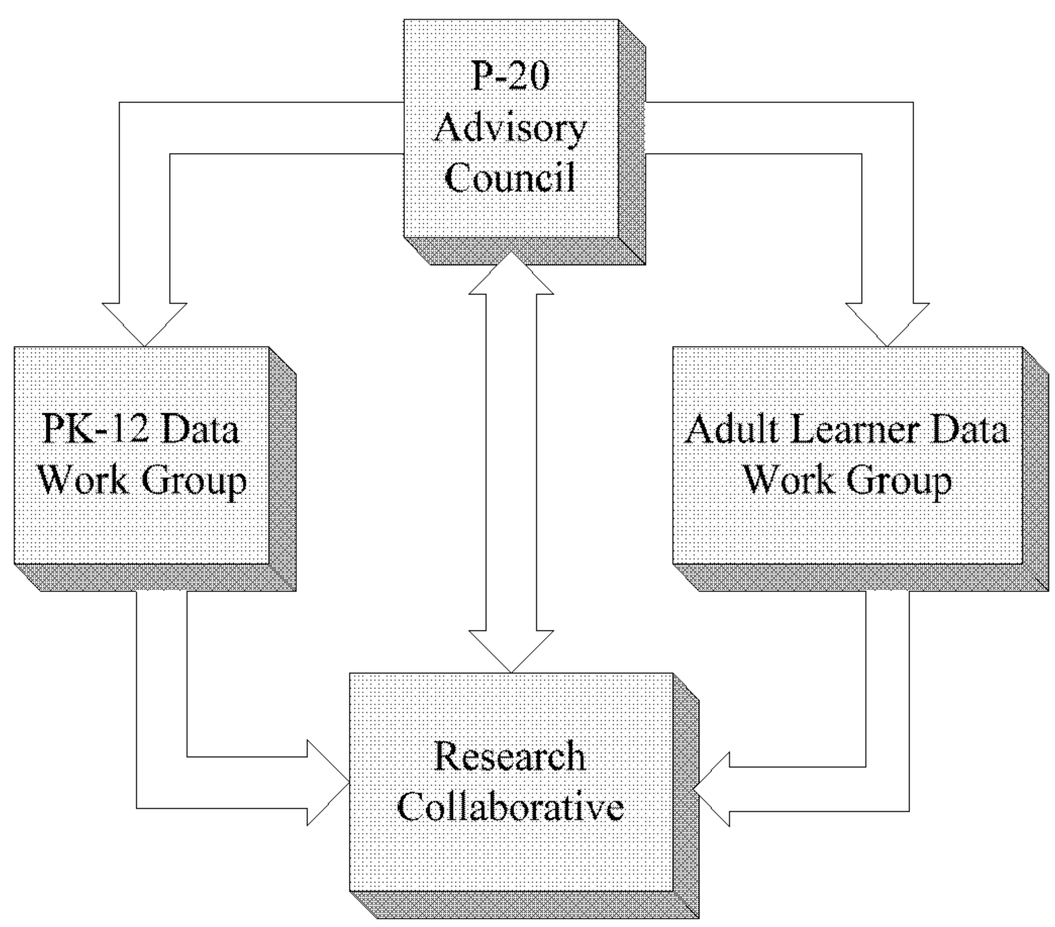
		contribution via online professional learning communities
December 2010		Develop Instructional Audit online system
2010-2013		Develop Model Instructional Units consistent with the curriculum framework, including formative and interim assessments
December 2010-2011		Develop and post repository of state and locally-generated support material
	(B-3) #5. Develop of Comprehensive System of High-Quality Professional Development	
December 2010		Revise State Professional Learning Strategic Plan
Spring 2010-2014		Plan, conduct and delivery MDE PD Programs
2009-2010		Coordinate and align existing MDEPD Programs to support local and intermediate programs that coordinate with the Individual Professional Development Program (IPDP) piloted this school year (2009-2010)
2020-2011		Implement the IPDP statewide

P-20 Council

The Center for Educational Performance and Information (CEPI) is statutorily authorized by the Michigan Legislature to coordinate the management, collection, and reporting of all education data, including the electronic exchange of student records between preschool, K–12, and postsecondary education, in a manner that reduces the administrative burden on reporting entities, ensures student privacy, and provides data and reports to state and local policymakers and the citizens of Michigan. CEPI works closely with the Michigan Department of Education (MDE) on managing interagency projects and stakeholder activities.

Over time, CEPI and MDE have found it useful to have an overarching policy-level group of partners, as well as advisory groups of partners who are much closer to the actual data from which to gain practical insights for implementation issues. In addition, CEPI and MDE are implementing a research collaborative to ensure that state data facilitate research to identify student academic achievement gaps and leaks in the educational pipeline, improve education and training programs, and identify transition issues. The figure below displays the model of P–20 governance.

Hierarchy of SLDS Governance Structure



P–20 Advisory Council

The P–20 Advisory Council will consist of representatives from the preschool, K–12, postsecondary, and other adult learner education communities, as well as the workforce and overall system support. State agencies and associations will be solicited for membership nominations. Preschool representation will be solicited from the Michigan Department of Education (MDE) and the Early Childhood Investment Corporation, a nonprofit agency charged with coordinating Michigan's early childhood initiatives. K–12

representatives will be nominated from MDE and associations representing teacher unions, school boards, school administrators, secondary principals, and public school academies (charter schools). The postsecondary and workforce communities will be represented by the Department of Energy, Labor and Economic Growth (DELEG), which has responsibility for state workforce development system and adult education; the Department of Treasury, which has responsibility for student financial aid programs; the Presidents' Council, State Universities of Michigan; the Michigan Community College Association; and the Michigan Association of Independent Colleges and Universities. The overall PK–20 system would be represented by members from the Governor's Office, CEPI, State Budget Office, Education and House and Senate fiscal agencies.

The P–20 Advisory Council would be responsible for making policy recommendations to CEPI and MDE for full implementation of the P–20 system. Examples of systemic policymaking needs include model agreements or memorandums of understanding for storing unique student identifiers and matching student-level data in postsecondary data systems, the reporting of student-level remedial coursework from postsecondary institutions to high schools, the connection of individual teacher data to teacher preparation colleges, and student privacy policies. In addition, the council will work with the Research Collaborative to develop a state research agenda. Finally, the P–20 Advisory Council will serve as a body to resolve implementation issues escalated to it from either the PK–12 or the Adult Learner Data Work Groups.

PK–12 Data Work Group

This group will be made up of state agency and education providers who are program and data managers. Along with representation from appropriate MDE program areas, intermediate and local school district data users and managers will be solicited, as well as members of the Michigan School Business Officers association. CEPI will provide technical assistance and staffing for this group, and the Department of Information Technology (DIT) will provide state IT expertise.

The role of this group will be to discuss implementation issues surrounding the creation of the state education data portal, the linking of teachers to student data, and the tracking of untested students. Technical expertise also will be garnered related to the interoperability of the system, including the implementation of standard ETL processes and data structures, formats, and definitions.

Adult Learner Data Work Group

This group will be made up of state agencies and postsecondary education providers, including program and data managers from DELEG units focused on workforce development systems and adult education; Treasury department personnel focused on student financial aid programs and data; DELEG-nominated personnel from Michigan Works! agencies and adult education providers; and associations representing college admission directors, college registrars, college financial aid offices, and high school

counselors. CEPI will provide technical assistance and staffing to this group, and DIT will provide state IT expertise.

Similar to the PK–12 Data Work Group, this group will be focused on resolving implementation issues such as storing unique student identifiers in higher education databases, the possible need to pick up at least some portion of students' Social Security numbers in order to match PK–12 and postsecondary data with workforce data, as well as ensuring interoperability by using standard data structures, formats, and definitions.

Research Collaborative

The creation of this group is one of the strategies for providing stronger analytics for Michigan. This group will comprise institutional researchers from four-year universities and community colleges as well as state agency stakeholders. The research collaborative will provide assistance in determining the usefulness and appropriateness of individual research requests; assist the state in determining what policy questions should be answered through the data; and ultimately provide independent research support related to policy issues posed by the P–20 Council.

State education agencies often lack the time, capacity, and the political positioning to guide the use of longitudinal data systems. A state-level research collaborative operated by a neutral party can effectively bring together the research capacity of complementary (sometimes competing) institutions to dramatically enhance the state's analytic capacity. Based on the district-level model of the Consortium on Chicago School Research, Michigan's state-level research collaborative will assemble researchers from across the state and the Midwest region to collaborate on and contribute to the development of a research agenda targeting needs recommended by the P–20 Council to the state superintendent rather than by individual researcher interests. As demonstrated in the Chicago model, this neutral territory will allow the MDE to avoid political entanglements between researchers and institutions while at the same time enabling the organization of a broad research capacity to address state education policy questions in a more coherent fashion.

This state-level research collaborative will oversee several key data tasks:

- Work with the P–20 Council to set and prioritize a state research agenda.
- Ensure that student, school, and system performance are measured meaningfully.
- Build the technical and human capacity to use the data effectively in local education agencies, by research audiences, and centrally.
- Review research proposals requiring state data regardless of funding source.
- Establish guidelines and standards for proposal submission with data requests.
- Make appropriate research results available to the public through the state's education data portal.

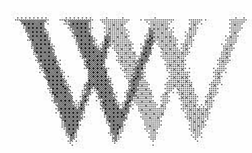
The research collaborative will conduct ongoing conversations with the state education agency, the legislature, and other agencies dealing with children to ensure that the aforementioned tasks meet stakeholder needs.

The formation of a state-level research collaborative alongside the development of Regional Data Initiatives provides opportunity for broader research collaboration for this network of consortia. Although the primary purpose of the state-level research collaborative will be to address a state research agenda, this organization also will convene meetings between and among the ISD consortia, with the goal of standardizing data collection on core data elements across consortia and building organizational capacity in the analysis of longitudinal data.

A critical concern is the governance structure of the research collaborative. Key constituents must have strong roles, but no single constituency should dominate. The structure will keep a focus of at least one or two years into the future, not on the day-to-day operational needs of MDE. Initially, an outside agency will help the state and its in-state research and advocacy partners to establish a set of working relationships and model the kinds of collaborative, mutually beneficial research efforts that will pay off for all in the long run.

To that end, a neutral external agency will assemble and support an initial leadership team, institute a process to develop a long-term agreement on working relationships (a "constitution," so to speak), lead the development of an initial research agenda, and guide the experience of collaborative research across agencies of various kinds and at various levels. An early task will be to devise a process to identify, appoint, and support a strong leader for the research collaborative. As the Michigan research collaborative attains some stability, this neutral external fostering agency could begin to step away or become just one of the partners in the collaborative enterprise.

Attachment D1.1



THE WOODROW WILSON
National Fellowship Foundation

SHARE

The W.K. Kellogg Foundation's Woodrow Wilson Michigan Teaching Fellowship

About the Fellowship

The W.K. Kellogg Foundation's Woodrow Wilson Michigan Teaching Fellowship seeks to attract talented, committed individuals with backgrounds in the STEM fields—science, technology, engineering, and mathematics—into teaching in high-need Michigan secondary schools. **Learn more...**

- **SIGN UP for more information.**
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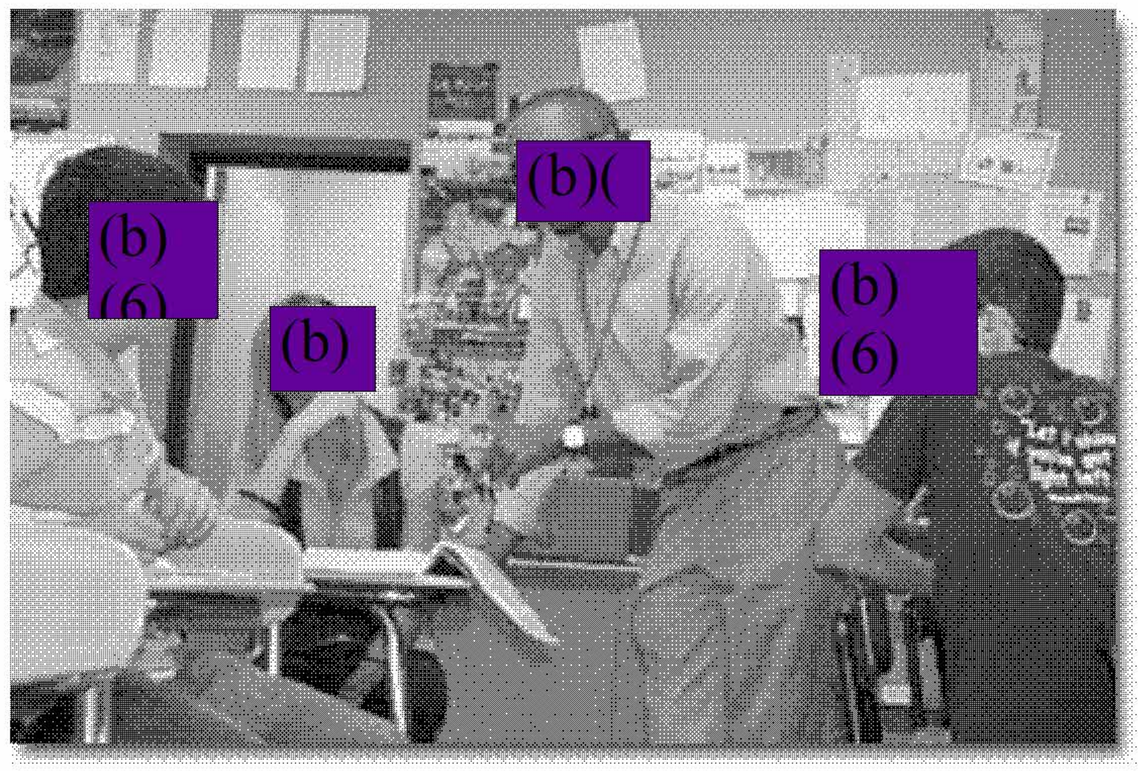

Courtesy: D.Todd Moore/University of Indianapolis.

The Award

The Fellowship includes:

- a $30,000 stipend
- admission to a master's degree program at one of six participating Michigan universities
- preparation in a high-need urban or rural secondary school
- support and mentoring throughout the three-year teaching commitment
- guidance toward teaching certification
- lifelong membership in a national network of Woodrow Wilson Fellows who are intellectual leaders

The Commitment

As part of their commitment to ensuring the success of students in high-need Michigan secondary schools, Fellows teach for at least three years in an urban or rural school district. Continuation as a teacher of record is contingent on the Fellow's completing the master's degree and obtaining appropriate Michigan teaching licensure.

Additional Information

Participating Universities *(in alphabetical order)*:

Eastern Michigan University
Grand Valley State University
Michigan State University
University of Michigan

Attachment D1.1

Wayne State University
Western Michigan University

Contact

Questions that are not answered in the information posted on this site can be directed by email to the Woodrow Wilson National Fellowship Foundation.

Fellowships: Teaching | Home

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Attachment D3.1

MICHIGAN DEPARTMENT OF EDUCATION

NCLB TEACHER EQUITY PLAN

September 2006
(Revised November 2009)

ENSURING EXCELLENT EDUCATORS

Michigan, like many other states, has been working with local districts, teacher unions, educational associations, teachers, colleges and universities to disseminate information about and implementation of the Highly Qualified teacher provisions of No Child Left Behind (NCLB). As a leader of teacher preparation, Michigan has 32 approved teacher preparation institutions and produces approximately 8,000 new teachers annually. Michigan has 552 local K-12 school districts, 57 Intermediate School Districts (ISDs) and 227 Public School Academies (PSAs) that employ approximately 98,000 teachers. All new teachers and those certificated since the implementation of the Michigan Test for Teacher Certification (MTTC, 1992) will meet NCLB Highly Qualified requirements because they must pass the MTTC basic skills test (reading, writing and mathematics) and content examination(s) prior to certification. The Michigan Department of Education (MDE) has been working with teachers and districts to address the needs of veteran and out-of-field teachers to meet the Highly Qualified requirements through a variety of mechanisms and activities.

As a part of a comprehensive State Board of Education (SBE) assessment of the education environment, a Task Force on Ensuring Excellent Educators was organized and met throughout 2001-02 to discuss the current state of teacher quality in Michigan. Research clearly points to the power of quality teaching in improving student academic achievement. Issues examined by the task force included attraction of quality teacher candidates, preparation, credentialing and certification, induction and retention, with consideration to morale, career paths, and job satisfaction. Given Michigan's depth and commitment in educating educators, it was no surprise that participants in the Task Force were clear in their consensus on the need for change. They agreed with recent research showing that teacher quality is the most critical ingredient in improving student achievement. They were painfully aware that too many of the best new teachers are exiting the profession, as it impacts them personally and professionally. They saw first-hand the gaps in teacher quality across Michigan, particularly in schools with chronically underachieving students.

The importance of teacher quality is one aspect of education reform where the research confirms the perception of the public. A Louis Harris poll of 2,500 Americans conducted in 1998 and 2000 asked the public to assess the importance of a wide variety of measures for lifting student achievement (The Essential Profession: American Education at the Crossroads, 2001). Respondents placed well-qualified teachers as second to only to making schools safe from violence, by one percentage point. When asked what had the greatest influence on learning-teachers or standards/tests, teacher quality came first in both polls—rising five percentage points in importance in two years. Poll results also consistently show that the public is willing to invest in teacher quality to improve education.

Since the enactment of NCLB, Michigan has focused on strengthening its student achievement and Registry of Educational Personnel (REP) accountability system to meet the various mandates of NCLB and improve teaching and learning for all students and ensure that 100% of all core academic classes are taught by Highly Qualified teachers. The MDE has worked collaboratively with the Center for Educational Performance and Information (CEPI) and the Department of Information Technology (DIT) to collect meaningful and relevant data about student achievement, teacher assignments and overall school performance.

Attachment D3.1

Michigan has also paid particular attention to improving teacher quality by reviewing state policies, laws and administrative rules. New laws have been passed to strengthen reading requirements for both elementary and secondary teachers, "The Administrative Rules Governing Teacher Certification" have undergone extensive revision ~~over the past three years~~ to address teacher quality issues raised by the Education Week's Quality Counts Annual Survey. In addition, Mike Flanagan, Superintendent of Public Instruction, ~~has~~ formed a Teacher Preparation Policy Study Group comprised of a diverse group of stakeholders to review the periodic review/program approval process for teacher preparation institutions. The Study Group ~~will spend the next six months researching~~ *researched* **(Updated 11/2009)** state policies, current literature and best practices to form recommendations about how institutions are approved and reviewed for alignment with state standards and needs around teacher quality and teacher effectiveness.

Michigan's educational accountability system is accessible to the general public via the MDE website (www.mi.gov/mde) and links to various sources of data.

Attachment D3.1

ASSURING EQUITABLE DISTRIBUTION OF TEACHERS

It is a reality that there are serious achievement gaps between minority students and their white counterparts, as well as low-income and more affluent students. As stated earlier in this document, research confirms that the quality of the teacher is the single biggest influence on student achievement. The question of how to assure the equitable distribution of high quality teachers is difficult at best. Many of the schools where the best and brightest teachers are needed tend to be in Michigan's largest urban districts with high minority populations such as Detroit, Flint, Pontiac, Lansing, Grand Rapids, Muskegon, Muskegon Heights, Battle Creek and Benton Harbor and very small rural areas such as the northern lower peninsula of Michigan and the Upper Peninsula. Working conditions in these districts may mean that good new teachers are often given the most difficult teaching assignments, or are given multiple assignments with unrealistic demands on their time, or are not adequately prepared to deal appropriately with classroom management issues. Further exacerbating the equitable distribution of teachers are long-standing bargaining contracts that allow veteran or more experienced teachers to use seniority to select the "best" classroom assignments, leaving more difficult assignments to be filled by new, less experienced teachers. If provided a quality induction and mentoring experience these new teachers can be highly effective classroom teachers and are more likely to be retained in the profession.

Michigan's teacher equity plan has been developed based on the teacher equity template provided to states by the Council of Chief State School Officers (CCSSO). The plan includes information, outcomes and strategies around the following eight elements:

1. Data Reporting Systems
2. Teacher Preparation
3. Out-of-Field Teaching
4. Recruitment and Retention
5. Professional Development
6. Specialized Knowledge and Skills
7. Working Conditions
8. Policy Coherence

The success of the equity plan is supported by the SBE/MDE Strategic Plan for 2005-2010 (http://www.michigan.gov/documents/MDE_2005_Strategic_Plan_129469_7.pdf) and the Michigan Professional Learning Strategic Plan (http://www.michigan.gov/documents/Item_X157096_7.pdf). The School Improvement Framework also provides a mechanism for implementing other strategies related to how Title I and Title II funds are allocated to support quality teaching as described in requirement 2 of the Revised State Plan. In addition, Michigan's 57 ISDs have worked with the MDE to develop the "Michigan Partnership for Delivery of Services" (http://www.michigan.gov/documents/Item_B_166183_7.pdf) to identify their role in implementing and supporting MDE's initiatives in the following policy areas:

1. Teaching and Learning
2. Specialized Student Services
3. Early childhood/Great Start
4. Administrative Services
5. Partnership Development
6. Technology Services
7. ISD/RESA Customized Services

The MDE/ISD partnership is a comprehensive approach to provide instruction and services to Michigan's children. The MDE recognizes its limitations with regard to human resources and the need to have solid collaboration with ISDs as equal partners to assure a quality education for all Michigan children. The ISDs will assist MDE with monitoring the Highly Qualified status of teachers and identifying needs and providing high quality professional development for teachers and administrators. The following pages provide specific information on the various strategies for assuring the equitable distribution of Highly Qualified teachers.

ELEMENT 1: DATA AND REPORTING SYSTEMS

Outcome: Develop the teacher data and reporting systems needed to identify and correct inequities in the distribution of quality teachers in high-poverty/high-minority schools vs. low-poverty/low-minority schools.

When Michigan initially began implementing the NCLB Highly Qualified teacher requirements, data on teachers was collected via the REP based on FTE counts as opposed to the number of classes taught by Highly Qualified teachers. In 2004-05 about 95% of Michigan teachers were reported as Highly Qualified. After Michigan's field review by the United States Department of Education (USDOE) in 2005, it was clarified that the REP data needed to be revised to include classes taught by Highly Qualified teachers. As a result, a supplemental data collection was done in Fall 2005 and the process was continued during the June 2006 REP data collection. The June 2006 data indicate that 96% of core academic classes are being taught by Highly Qualified teachers. ~~Even so, this~~ *Michigan continues to* fall~~s~~ **(Updated 11/2009)** short of the goal of 100% Highly Qualified teachers. The MDE has continued to stress the 100% goal to all local districts, Intermediate School Districts (ISDs) and Public School Academies (PSAs). The MDE provides a number of opportunities for veteran teachers of core academic subjects to meet the NCLB Highly Qualified teacher requirements including passage of the MTTC content examinations, completion of a portfolio, online professional development opportunities, and completion of additional college coursework.

The following REP table shows the state summary of the number and percentage of classes taught by Highly Qualified teachers (June 2006).

Table 1

Core Academic Subjects	Total Number of Classes Taught	Number of Classes Taught by Non-HQTs	Percent of Classes Taught by Non-HQTs
Elementary	32,428	243	0.75%
Language Arts	12,068	570	2.01%
Math	7,902	326	4.10%
Science	8,481	451	5.31%
Social Studies	3,347	255	7.62%
History	2,300	117	5.09%
Geography	429	65	15.15%
Economics	407	54	13.27%
Political Science	591	79	13.37%
Arts	5,846	166	2.83%
Foreign Languages	2,471	66	2.67%
Special Education	9,118	670	7.30%

While many of the current initiatives to improve instruction focus on mathematics and science, we now know that social studies teachers are not meeting the Highly Qualified requirements in greater percentages. New efforts will be made to assure that social studies teachers are being appropriately assigned to teach in the subjects for which they are Highly Qualified.

The distribution of Highly Qualified teachers among high poverty/low poverty school districts and districts with high minority/low minority student populations by AYP status is presented in Table 2. The current data indicates that on a statewide basis there is no significant statistical difference between the percentage of classes taught by Highly Qualified and non-Highly Qualified teachers across school districts. Statewide, more than 96% of all classes are taught by Highly Qualified teachers. The MDE does recognize that there are districts in which the strategies outlined in this equity plan would be more applicable. The MDE's efforts will be targeted on those districts/schools where the equitable distribution of Highly Qualified teachers is an issue.

Table 2

JUNE 2006	AYP Met				AYP Not Met			
POVERTY STATUS	HQ Classes	NonHQ Classes	Classes Taught	% HQ	HQ Classes	NonHQ Classes	Classes Taught	% HQ
High Poverty	15,049	420	15,469	97.28	13,858	545	14,403	96.22
Low Poverty	61,291	1,514	62,805	97.59	6,564	154	6,718	97.71
Not High/Low Poverty	68,384	2,131	70,515	96.98	12,231	416	12,647	96.71
Not Determined*	5,274	271	5,545	95.11	7,092	125	7,217	98.27
All	149,998	4,336	154,334	97.19	39,745	1,240	40,985	96.97
MINORITY STATUS	HQ Classes	NonHQ Classes	Classes Taught	% HQ	HQ Classes	NonHQ Classes	Classes Taught	% HQ
High Minority	21,016	523	21,539	97.57	24,442	700	25,142	97.22
Low Minority	38,068	1,178	39,246	97.00	5,071	162	5,233	96.90
Not High/Low Minority	90,914	2,635	93,549	97.18	10,232	378	10,610	96.44
All	149,998	4,336	154,334	97.19	39,745	1,240	40,985	96.97

The Center for Educational Performance and Information (CEPI) has developed a report on teacher supply and demand of secondary teachers in response to the new Michigan Merit High School Curriculum. The Michigan Merit Curriculum is scheduled to be phased in beginning with the 2007 high school freshman class of students. It is important to identify possible teacher shortages in the core curriculum areas in order for Michigan and its local districts to target its recruitment efforts. The following data and supporting tables provide a snapshot of Michigan's ~~current~~ secondary teaching force *as of September 2006* **(Updated 11/2009).**

Attachment D3.1

Profile of Michigan Secondary Teachers

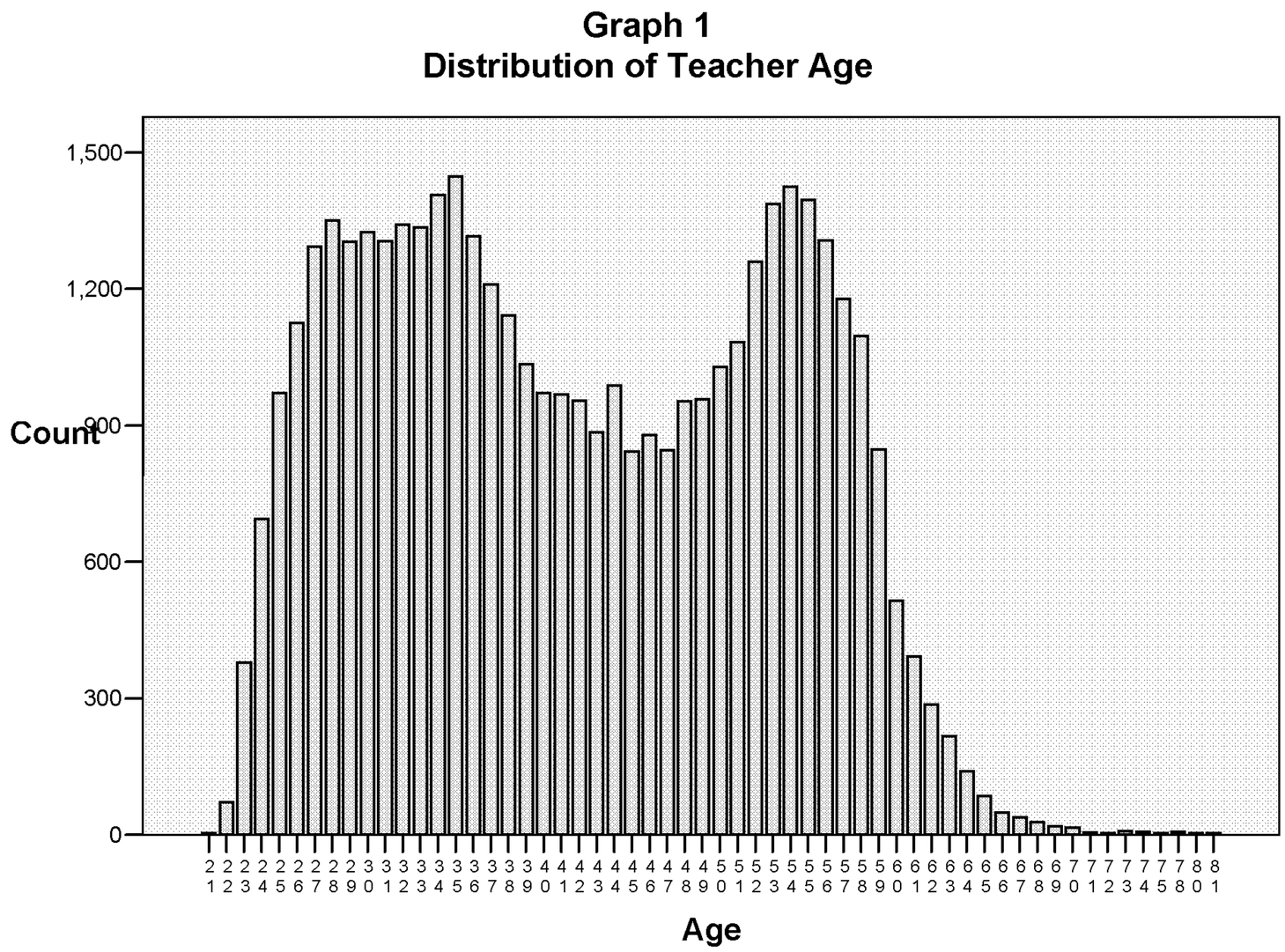
Statewide 7-12 secondary teacher highlights (September 2006):

- There are 43,179 teachers assigned by districts to teach secondary courses
- Eighty-four of the 43,179 teachers were teaching in two or more districts
- Average age of teachers is 42
- 31% are over the age of fifty (Table 3)
- 60% are female (Table 4)
- 36% have been employed by the same district for five or fewer years (Table 5)
- 27% have been employed by the same district for more than fifteen years (Table 5)
- 51% have a Master's degree (Table 6)
- 88% are White; 9% are African American; all others are less than 1% each (Table 7) (state population is 81% white, 14% African American)
- 89% were assigned to teach mainly general education
- 90% were full-time teachers

The average age of teachers was forty-two. The youngest teacher reported was twenty-one while the oldest was eighty-one years of age. A quarter of the teachers were thirty-one years of age or younger and a quarter of the teachers were fifty-one years of age or older. Displayed in Table 3 are the results of grouping the teacher's ages into five groups. Following Table 3 is Chart 1, which is a graphic illustration of the number of teachers by age. It is evident from the chart that there is a bimodal distribution of age of teachers. This suggests that some teachers may leave the field for an extended period of time and then return to complete their teaching careers. The challenge to local districts and Michigan is to develop strategies that will assure that at the building level that the age distribution is flatter. Such a distribution at the building level may, over time, show improved retention which could then be used to determine the effect on student achievement.

Attachment D3.1

Table 3 Age Distribution of Michigan Teachers 2006		
Age Group	Count	Percent
21 to 30	8,511	19. 7
31 to 40	12,507	29.0
41 to 50	9,297	21.6
51 to 60	11,490	26.7
Older than 60	1,290	3.0
Total	43,095	100.0


Graph 1
Distribution of Teacher Age
Count
1,500
1,200
900
600
300
0
21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81
Age

The majority of teachers in Michigan's secondary schools are female. Displayed in Table 4 are the number of females and males and the percent they each comprise of the total.

Table 4
Gender of Michigan Teachers 2006

Gender	Count	Percent
F	25,995	60.3
M	17,100	39.7
Total	43,095	100.0

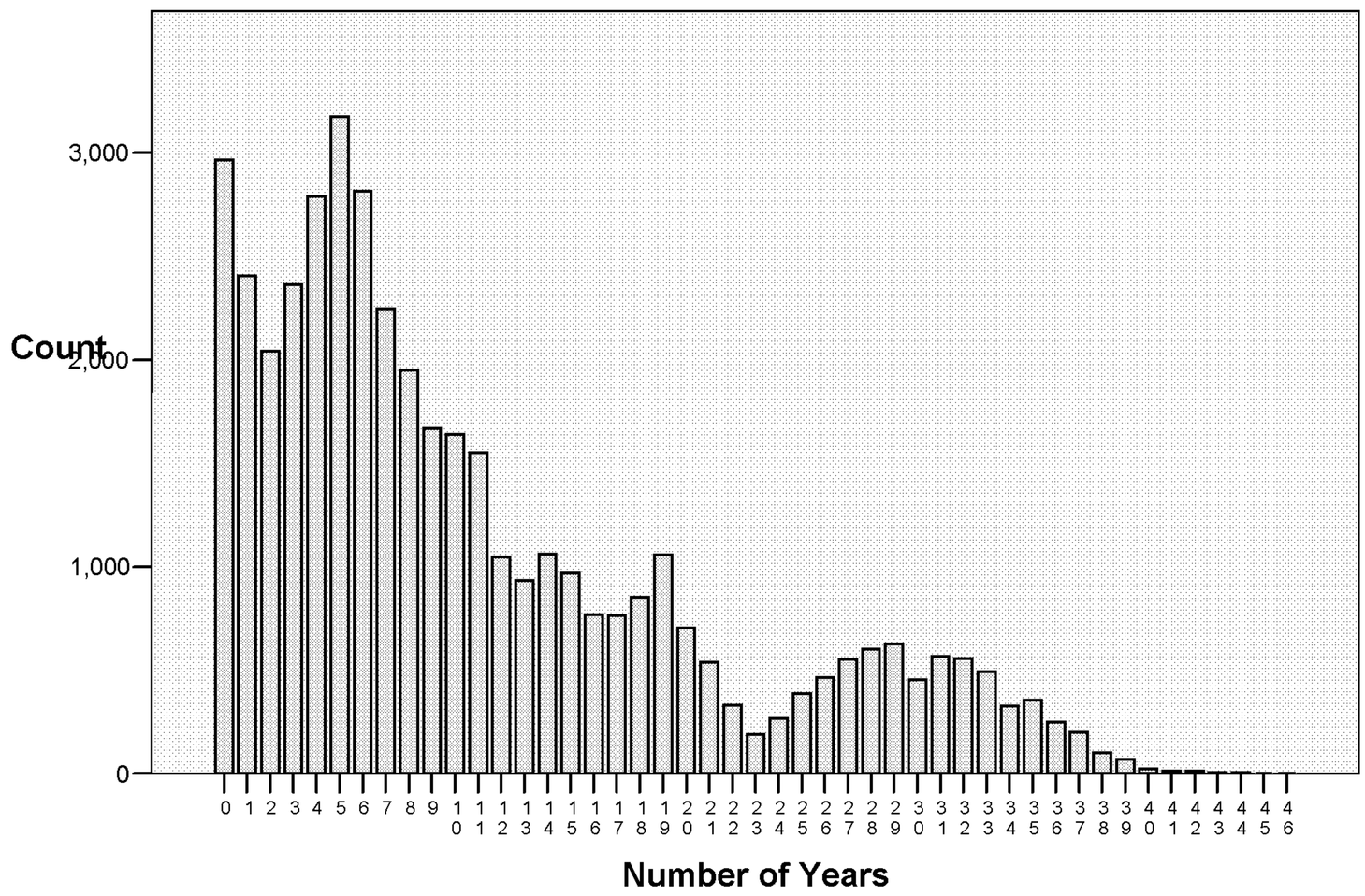
Teacher retention cannot be measured directly; however one can get a good idea of teacher retention by looking at the length of time a teacher has been in any given school district. The average time that a teacher stayed in a district was eleven years; the least amount of time was less than a year and the most was forty-six years. Thirty-six percent of the teachers were in the same district for five or fewer years while twenty-six percent of the teachers had been in the same district for sixteen or more years. Table 5 presents the distribution of teachers, grouped by the amount of time a teacher had been in the same district.

Table 5
Local District Teacher Retention 2006

Time in district	Count	Percent
<= 3	9,771	22.7
>3 & <= 5 yrs	5,960	13.8
>5 & <=10 yrs	10,311	23.9
>10 & <=15 yrs	5,557	12.9
>15 & <=20 yrs	4,142	9.6
>20 & <=25 yrs	1,703	4.0
>25 & <=30 yrs	2,693	6.2
>30 & <=35 yrs	2,288	5.3
> 35 yrs	670	1.6
Total	43,095	100.0

When the length of service within a district of these secondary teachers is graphically presented (Graph 2) it can be seen that a large percentage of teachers have been in the same district for six years or less. The next phase of data analysis (2007) will include an analysis of the retention of teachers in high-poverty, high-minority districts. Districts will be given technical assistance on how to conduct this type of analysis to determine where there are correlations between teacher retention and student achievement.

Graph 2
Number of Continuous Years in the Same District



Presented in Table 6 is the number of teachers that were assigned to teach in one or more of the Michigan Merit Curriculum content areas.

Table 6 Number of Teachers Teaching Michigan Merit Courses Grades 7 thru 12 (2006)		
Michigan Merit Courses	Count*	Percent
Mathematics	6,821	15.8
English/Language Arts	8,618	20.0
Social Studies	7,250	16.8
Science	7,373	17.1
The denominator for calculating the percent was 43,095		
*Counts include duplicates due to multiple assignments across content areas.		

Element 1: Michigan's Data and Reporting Systems Sub-Strategies

1.1 Continue to work with CEPI to report the number and percentage of classes taught by Highly Qualified teachers in high-poverty/high-minority districts vs. low poverty/low minority school districts and publicly report the data on the MDE website. For reporting purposes, high-poverty is based on highest and lowest poverty quartiles and high minority is based on the highest and lowest minority quartiles.

1.2 Work with CEPI and the Michigan Educational Assessment Program (MEAP) office to develop a data system that will link teachers with student achievement data.

1.3 Post the MDE report on Highly Qualified teachers on the website. Staff makes periodic reports/updates on teacher quality *and equitable distribution* to the SBE at one of its regular public meetings. All reports presented to the SBE are publicly accessible via the MDE website. ~~The next report is scheduled to be presented at the October or November 2006 SBE meeting~~ **(Updated 11/2009)**.

1.4 Public access to teaching credentials is available via the MDE website's Teacher Certification Verification link (https://mdoe.state.mi.us/teachercert/). Parents and others can use this site to verify the type of teaching certificate and endorsements held by classroom teachers. The site is searchable by entering the teacher's name.

1.5 Each school/district ~~is~~ *was* required to submit a plan by November 15, 2006 for assuring that 100% of their teachers are Highly Qualified for their assignments and the strategies they will use to achieve this objective. The plan must include a plan for the equitable distribution of teachers with clearly defined strategies to accomplish the objective. Attachment 1 is the template for this plan which was referenced in requirement 3 of the revised state plan. *These assurances are on file with MDE and referenced as a part of the Michigan Technical Assistance Project (MiTAP)* **(Updated 11/2009)**.

1.6 Monitor districts with *disproportionate numbers of* inexperienced teachers to assure compliance with new teacher induction and mentoring legislation. **(Updated 11/2009)** Require such districts to use their Title II-A funds to support induction activities. The Field Services staff will monitor this as part of their on-site monitoring and review of districts consolidated plans, which includes the school improvement framework.
1.7 Notify ISDs of districts identified for technical assistance to provide training for mentors and novice teachers.

HIGHLIGHTS

- The Michigan Department of Education's "Teacher Certification Verification" website provides public access to the teaching qualification of Michigan teachers. Local districts use this website to verify the certification status of teachers to assist in the appropriate assignment of teachers. The Center for Educational Performance and Information has worked closely with MDE staff to establish a link between the REP data collection system and the License 2000 (L2K) teacher certification database system to conduct audits of teacher assignments against teacher qualifications. Local districts are notified of identified discrepancies and directed to take corrective action.

- *MDE continues to provide technical assistance through the MiTAP to schools/districts not reaching the 100% Highly Qualified teachers, in order to work one-on-one with district staff responsible for data input on the REP.* **(Updated 11/2009)**

ELEMENT 2: Teacher Preparation

Outcome: Build a pipeline of prospective teachers for high-poverty, low performing schools.

Entry-Level Standards for Michigan Teachers (ELSMT) were originally adopted by the SBE in August 1993. ~~The standards have been revised over the years to address issues around diversity, universal education and technology.~~ **Updated (11/2009):** MDE has revised the ELSMT, originally adopted by the SBE in August 1993. The new Professional Standards for Michigan Teachers (PSMT) were adopted by the SBE in May 2008. Upon entry into an approved teacher preparation program in Michigan, teacher candidates experience ongoing professional development. These research-

based standards provide a framework of rigorous subject matter knowledge from general and liberal education, relevant pedagogical knowledge for optimal student learning, achievement, and participation in a global society. Information regarding these standards is available at: http://www.michigan.gov/documents/mde/SBE_ approved_PSMT_May_13_2008+ coverpg_258601_7.doc

Teacher preparation programs must include early field placements in diverse settings with diverse groups of learners. These experiences are designed to give teacher candidates the confidence and skills needed to work in high poverty or high minority schools. The ~~ELSMT~~ *PSMT* **(Updated 11/2009)** are aligned with entry-level teaching standards developed by the Interstate New Teacher Assessment and Support Consortium (INSTASC). The ~~ELSMT~~ *PSMT* **(Updated 11/2009)** are currently under revision and it has been proposed that they be revised as the Professional Standards for Michigan Teachers.

A pilot project is currently underway to use the ~~ELSMT~~ *PSMT* **(Updated 11/2009)** to develop a performance review rubric of the directed teaching experience as well as for observation and review of effective classroom teacher performance. This would assure more consistent assessment of teacher performance and instructional effectiveness.

The Superintendent of Public Instruction ~~has~~ established a Teacher Preparation Policy Study Group to research, and review Michigan's teacher preparation program in light of best practices and how the state will assure that teachers are prepared to teach the new rigorous high school merit curriculum. The Study Group ~~will~~ examine*d* and ~~make~~ *made* recommendations on how to improve Michigan's accountability for teacher preparation institutions with particular attention to the periodic review process, alignment of K-12 content standards and content expectations with preparation program standards as well as other policy issues around teacher testing and the Higher Education Act Title II reporting on program effectiveness. **(Updated 11/2009)**

ELEMENT 2: Teacher Preparation Strategies

2.1 Work with the Legislature to identify funds to establish loan forgiveness programs that target hard to staff core academic content areas such as special education, bilingual education, and math and science. The MDE currently uses the United States Department of Education's (USDOE) formula for identifying teacher shortage areas for federal loan forgiveness programs. These shortage areas are posted on the MDE website.

2.2 Expand the implementation of the Limited License to Instruct (LLI) alternative preparation project to more high priority and high poverty districts. The MDE worked in collaboration with Wayne State University and Detroit Public Schools to train post-baccalaureate teacher candidates to work in DPS and reduce and eliminate their reliance on teachers hired under emergency permits. The LLI has been expanded to include Central Michigan University, Grand Valley State University, Ferris State University, and Saginaw Valley State University.

2.3 Annually report data on the MDE website on the "Teacher Preparation Institution Performance Score" (report card) that is required by Title II of the Higher Education Act that includes information on the institutions approved programs, Michigan Test for Teacher Certification (MTTC) test scores, program completion rates, and program satisfaction. Analyze the data to see if institutions are recruiting teachers to meet state needs.

2.4 The Superintendent of Public Instruction ~~has~~ established a "Teacher Preparation Policy Study Group to review and assess the current policies related to program/institution approval, periodic review, teacher testing and other issues identified by the group. The MDE will implement recommendations on revising teacher preparation policies, and the periodic review of teacher preparation institutions from the Teacher Preparation Policy Study Group.

2.5 Revise the administrative rules governing teacher certification to align with the ~~ELSMT~~ *PSMT* **(Updated 11/2009)** that address issues of diversity, classroom management, and technology.

2.6 Require that approval standards for teacher preparation programs are consistent with NCLB requirements and that they incorporate the concepts presented in the Grade Level Content Expectations and High School Course Content Expectations as instructional tools and resources to ensure that all students are instructed to the same high standard.

2.7 Require teacher preparation programs to strengthen preparation in cultural competence in their programs to help new teachers understand and appreciate the students, families, and communities that they serve. Teacher preparation programs need to offer teacher candidates opportunities to gain experience in working with diverse populations of students.

HIGHLIGHTS

- **Updated (11/2009):** MDE has revised the ELSMT, originally adopted by the SBE in August 1993. The new Professional Standards for Michigan Teachers (PSMT) were adopted by the SBE in May 2008. Upon entry into an approved teacher preparation program in Michigan, teacher candidates experience ongoing professional development. These research-based standards provide a framework of rigorous subject matter knowledge from general and liberal education, relevant pedagogical knowledge for optimal student learning, achievement, and participation in a global society. Information regarding these standards is available at: http://www.michigan.gov/documents/mde/SBE_approved_PSMT_May_13_2008+ coverpg_258601_7.doc

- The State Board of Education approved the "Teacher Preparation Performance Score" in June 2006. This rubric will assess the effectiveness of teacher preparation programs on criteria related to program approval, MTTC scores, program completion rates, program satisfaction, and recruitment of minority teachers and high needs content areas. All data related to the performance score will be publicly shared via the MDE website.

- The Teacher Preparation Policy Study Group established by the Superintendent ~~will~~ play*s* a major role in improving the process for approving and reviewing teacher preparation programs. Study group members represent stakeholders from both private and public teacher preparation institutions, business and industry, the global community, teacher associations, and the colleges of arts and sciences. **(Updated 11/2009)**

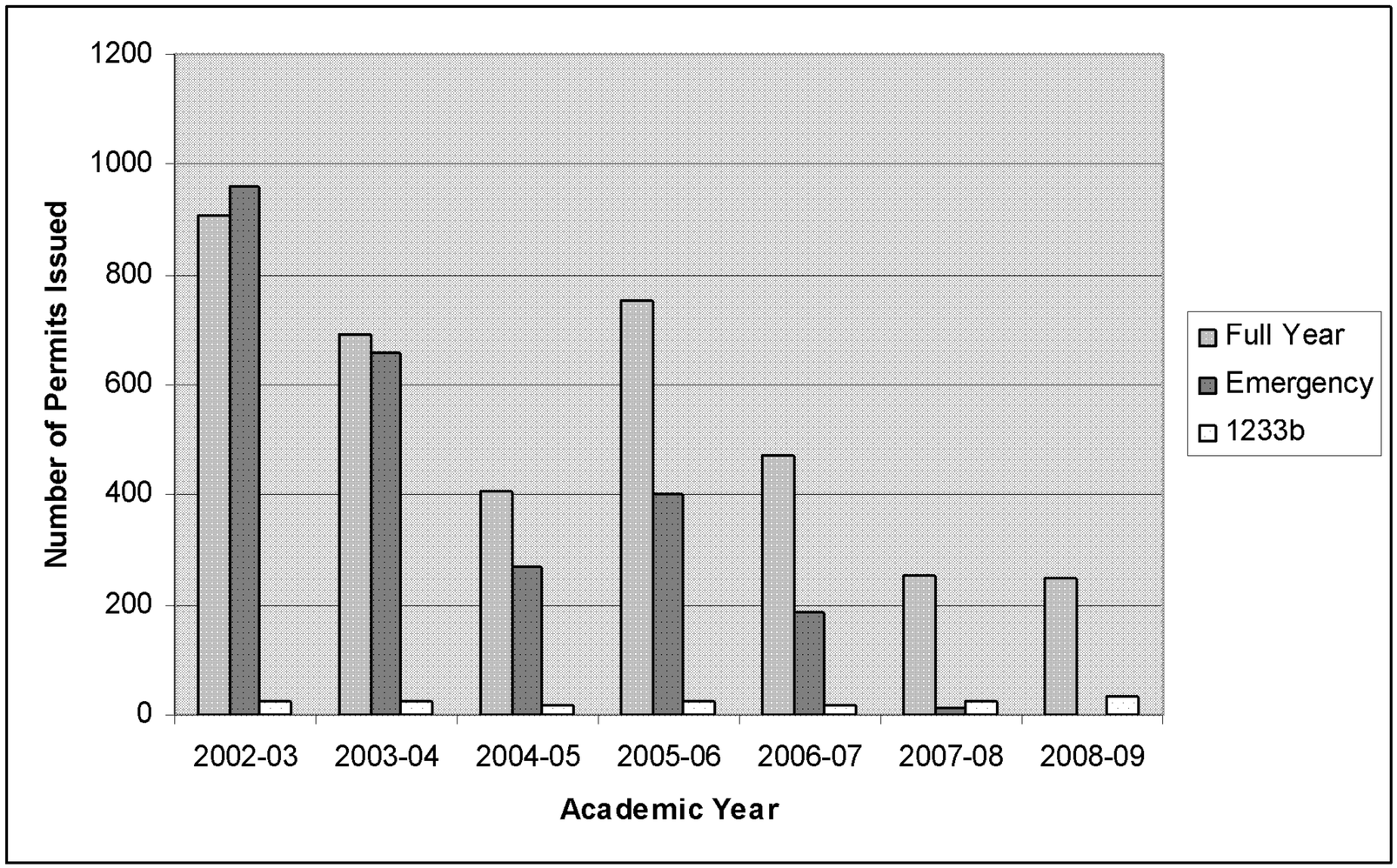
ELEMENT 3: Out-of-Field Teaching

Outcome: Reduce the incidence of out-of-field teaching in mathematics, science, social studies, and special education in high poverty, low-performing schools.

William Sanders has examined the link between teacher quality and student achievement in Tennessee and has attempted to separate teacher effects from racial and socioeconomic effects. All children were found to make virtually identical gains or losses in a given year when assigned to teachers of equal quality. This analysis was true regardless of race, family economic level, or parental support for learning. Students assigned to high quality teachers consistently reached higher levels of achievement than students assigned to low quality teachers (Sanders & Horn, 1998). A rigorous study in Dallas corroborates Sanders' findings: students assigned to high quality teachers for three consecutive years were found to have reading scores that were 35 percentile points above those assigned to ineffective teachers for three consecutive years (Haycock, 1998). A similar study of math achievement found an even larger gap, 50% points at the end of three years (Haycock, 1998). The impact of teacher quality is also evident in national comparisons as well. Weglinsky (2000) found a strong relationship between teacher quality and grade 8 mathematics and science scores on the NAEP.

Michigan law requires teachers to be appropriately certificated for the grade level and subject area to which they are assigned to teach. In some instances the qualifications of the teachers do not match their teaching assignments. The MDE is now monitoring teacher assignments through the REP and districts are being notified of inappropriate teacher assignments and their obligations under the law. Districts that fail to comply with this requirements can be assessed a state aid penalty and an administrator that knowingly employs or continues to employ an inappropriately certificated or non-certificated teacher can be held personally liable and fined up to $1,500 for each instance. In order to discourage out-of-field teaching and teaching by non-certificated teachers the MDE has been reducing the number of emergency permits issued by 33% each year since 2001 as demonstrated by Table 7. Emergency permits will not be issued after 2006-07 *in core subject areas as defined by NCLB* **(Updated 11/2009)**.

TABLE 7
Gradual Decrease in Emergency Permits Issued
(Updated November 2009)



ELEMENT 3: Out-of-Field Teaching Sub-Strategies

3.1 Continue to audit teacher qualifications by comparing the assignment reported in the REP with the teaching credential record in the L2K certification database and recommend state aid penalties when appropriate.

3.2 Expand the LLI project to high priority and high poverty, and high minority schools to work with teacher preparation institutions to offer alternative preparation programs in high needs areas.

3.3 Advocate partnerships with high priority districts and teacher preparation institutions, community colleges, career pathways, teacher associations, and Young Education Scholars (YES) to establish "grow your own" teacher programs and form future teacher associations to recruit college preparation students into teaching in subject areas and school districts where they are most needed.

3.4 ~~The MDE has established the Michigan Educator Talent Bank (METB) which is an online teacher recruitment website (www.mi.gov/metb) that matches teacher applicants with school district openings. Local districts can post job openings for free and review resumes posted on the site by subject area specialties. Local districts that apply for full-year permit or emergency permit (will not be issued after 2006-07) approvals are required to use METB to recruit certified and Highly Qualified teachers to fill open positions.~~

3.5 Revise the administrative rules to require non-certificated teachers to hold at least a bachelor's degree in the subject area content or pass the MTTC subject area test to demonstrate competency prior to the full-year permit approval and that they be enrolled in a teacher preparation program. Under NCLB such teacher candidates would have three years to complete their teacher preparation program. The rules have been revised and are expected to be ratified in October 2006. **Updated (11/2009):** The Michigan Administrative Rules Governing Teacher Certification have been revised to require non-certificated teachers to hold at least a bachelor's degree in the subject area content or pass the MTTC subject area test to demonstrate competency prior to a Full-Year Permit approval and that they be enrolled in a teacher preparation program. Under NCLB such teacher candidates would have three years to complete their teacher preparation program. The revision of the rules also included language that minimized the use of Emergency Permits, only authorizing their use for non-core subject areas as defined by NCLB. The rules were ratified in January 2007. These revisions can be found at: http://www.state.mi.us/orr/emi/admincode.asp?AdminCode=Single&Admin_Num=39001101&Dpt=ED&RngHigh=

3.6 Widely distribute information on loan forgiveness programs and the various alternative preparation programs to reduce out-of-field teaching. Information on loan forgiveness is posted on the MDE website. The MDE staff has developed a searchable database of alternative preparation programs being offered by teacher preparation institutions.

3.7 Direct local districts that are below the 100% Highly Qualified teacher requirement to use a portion of their Title I and Title II funds to support their teachers in becoming Highly Qualified in their content. The Field Services staff are monitoring local district consolidated applications to assure that funds are being used to support teachers to meet the Highly Qualified requirements.

HIGHLIGHTS

- The "Administrative Rules Governing Teacher Certification" have been revised to reflect the many changes in state and federal legislation over the past five years. ~~It is expected that the rules will be approved by the Joint Committee on Rules by November 2006~~. **(Updated 11/2009)**

- *MDE continues to provide technical assistance through the MiTAP to schools/districts not reaching the 100% Highly Qualified teachers, in order to work one-on-one with district staff responsible for staffing and eliminate out-of-field placements.* **(Updated 11/2009)**

ELEMENT 4: Recruitment and Retention of Experienced Teachers

Outcome: Build a critical mass of qualified, experienced teachers willing to work in hard to-staff schools

Because teaching is a profession that requires unending, multifaceted demands, teacher retention is an issue of concern—approximately one-quarter of all beginning teachers leave teaching within four years (Benner, 2000; Rowan et al, 2002). Add to this issue that in the classrooms most beginning teachers will enter, at least 25% of students live in poverty and many of them lack basic food, shelter, and health care; from 10% to 20% have identified learning differences; 15% speak a language other than English as their primary language (many more in urban settings); and about 40% are members of racial/ethnic minority groups, many of them recent immigrants from countries with different educational systems and cultural traditions (Darling-Hammond, 2006). These statistics speak to the need for a more culturally aware and broadly experienced classroom teacher.

While experienced highly effective teachers may be the ideal for staffing high-poverty, high-minority schools the reality is that these teachers, because of their bargaining agreements and seniority rights are not likely to choose these assignments. Novice teachers, if given the right kind of support through quality induction and mentoring programs, can be highly effective in the hard-to-staff classroom. Induction and mentoring for new teachers will be needed. New Teacher education relationships with schools will also be needed (Darling-Hammond & J. Bransford, 2005). In order to provide teacher education programs that are responsive to all the high-needs of K-12 public schools, three elements are needed: a) stronger and more effective teacher education programs that provide a cohesive integration between and among course work and clinical experiences; b) extensive and intensely supervised clinical work using pedagogies that link theory and practice; and c) closer relationships with schools that serve diverse

learners (Darling-Hammond, 2006). High quality induction programs have been found to significantly decrease the turnover rates of new, inexperienced teachers. Ingersoll found that while approximately 16% of teachers leave schools, the rate is nearly twice that in high need schools (Ingersoll, R., 2001). Similar results were found by the Alliance for Excellent Education (2004), identifying the rate of attrition to be 50% higher in high poverty versus low poverty districts. As teachers gain experience, their knowledge and skills as a teacher improve. Where turnover is high students are continuously confronted with being taught by inexperienced teachers and therefore are less likely to succeed academically. The research demonstrates that high quality mentoring and induction can reduce teacher turnover by as much as one-half (Alliance for Excellent Education, 2004).

ELEMENT 4: Recruitment and Retention of Experienced Teachers Sub-Strategies

4.1 Continue to identify master teachers and train them as high priority coaches to mentor and work with their peers in failing schools. The Office of School Improvement uses Title II funds to train the high priority coaches and districts are directed to use their Title II funds to provide professional development to their teachers.
4.2 Restructure teacher preparation programs to require field placements in diverse schools and communities and possible overseas study to gain a more global view of educational systems.
4.3 Michigan's Teacher Retirement Act has been amended to allow retired teachers to return and teach full-time in shortage areas without the earnings limitation cap. Letters are mailed to all local districts regarding the shortage areas and the retirement act. Information is available on the MDE website as well as the teacher retirement office website. **Updated (11/2009):** http://www.michigan.gov/mde/0,1607,7-140-6530_5683_14795-158732--,00.html
4.4 Encourage high priority districts to recruit highly effective retired teachers to fill vacancies.
4.5 Monitor high priority schools to assure that they are providing quality mentoring and induction programs to novice teachers. Direct the use of some of the districts Title II funds to train mentors and use the ASSIST training and online professional development modules and resources.

HIGHLIGHTS

- The revised "Teacher Retirement Act" has been helpful in offering local districts the option of hiring retired, experienced and effective teachers without the constraint of an earnings limitation cap. The Teacher Retirement Office and the MDE have posted information on their websites to inform teachers and schools of this option.

- The MDE used its Teacher Quality Enhancement Grant funds to establish a collaborative partnership with Michigan State University, University of Michigan-Ann Arbor, Wayne State University, and professional association to develop the "Advocating Strong Standards-based Induction Support for Teachers (ASSIST) website modules and resources for educators. MDE and MSU have conducted ASSIST training sessions throughout the state and more than 1,000 web-based tools are available for use by educators throughout the state.

ELEMENT 5: Professional Development

Outcome: Build a critical mass of qualified, experienced teachers willing to work in hard to-staff schools

A team of Michigan educators has developed the Professional Learning Strategic Plan to guide the work of the Michigan Department of Education (MDE) from 2006-2010. The primary goals of this plan are:

- To support the State Board's Strategic Goal: *Attain substantial and meaningful improvement in academic achievement for all students/children with primary emphasis on high priority schools and students*.
- To accomplish Objective #3 of the Michigan State Board of Education (SBE)/MDE's Strategic Plan 2005-2010: *Demonstrate that Michigan classrooms are staffed with Highly Qualified teachers and paraprofessionals under the direction of administrators who are committed to instructional excellence.*
- To provide leadership and support for excellence and equity in education by identifying the structures and activities needed to support other State Board of Education's vision, mission and goal.

The purpose of the plan is to create, support and sustain Michigan educators as they work to change the culture of teaching and learning in the classroom. It is proposed that this be accomplished through four broad outcomes.

- Broad-based Understanding and Commitment to the SBE's Vision & Standards of High Quality Professional Learning.
- Professional Learning Based on Data.
- A System That Supports and Implements Effective Professional Learning.
- Resources to Support and Provide Effective Professional Learning

Professional development targeted to the needs of teachers and building administrators has been shown to result in improved student achievement. The researchers Darling-Hammond and McLaughlin (1995) found that effective professional development goes beyond the one-shot workshop and results in improving the teacher's teaching skills. These new skills lead to a change in the professional culture of the school with more emphasis on continuous improvement.

ELEMENT 5: Professional Development Sub-Strategies

5.1 Continue to train high priority coaches.

5.2 Target $400,000 of the Title II –A(3) competitive higher education grant funds for projects that provide quality professional development programs that are aligned with Michigan's Professional Development Standards for teachers in high priority/high poverty schools and high needs content areas. Also, allocate funds from grants for a comprehensive evaluation by an external evaluator to determine the effectiveness of professional development programs. **Updated (11/2009):** MDE continues to administer the Title IIA(3) grant program for Improving Teacher Quality. Funding is provided to partnerships which design professional development to enhance preparation of teachers in high-need content areas in high priority/high poverty LEAs. At least $400,000 is designated to serve teachers of small or rural LEAs, as long as they meet the high poverty requirement.

5.3 Provide free online professional development modules for educators through the Michigan Virtual University's (MVU) Learnport PD portal. The Michigan Legislature has allocated funding to MVU to develop 200 hours of free online professional development for teachers. Also, disseminate information on the USDOE's Teacher-to-Teacher online resources. **Updated (11/2009):** Michigan continues to provide free online professional development modules for educators through the Michigan Virtual University's Learnport professional development portal.

5.4 Work with Learning Point Associates/Great Lakes East Comprehensive Center to implement the Professional Learning Strategic Plan including statewide implementation of an Individualized Professional Development Plan (IPDP) for teachers linked to data that show the areas of need.

5.5 Support National Board certification by providing stipends to pay up to one-half of the cost through $100,000 allocated by the legislature for this purpose. Also, widely disseminate information on National Board certification opportunities to teachers. **Updated (11/2009):** MDE assisted with funding 166 candidates for the National Board for Professional Teaching Standards certification process during the 2008-2009 cycle.

5.6 Implement the MDE/ISD Partnership for the Delivery of Services as a state regional technical support system that provides targeted assistance to high priority schools and districts.

5.7 Implement the "Reach and Teach for Learning 2006" project. Reach and Teach for Learning is a state-wide initiative to improve learning results for students that are hard for teachers to reach and hard for them to teach. The year-long initiative is a collaborative effort of several state

educational associations, teacher organizations, and the MDE. The initial set of 17 school teams represent the middle level, high schools, public school academies and career technical centers.

HIGHLIGHTS

- Reinstatement of the $100,000 to support National Board certification by the Legislature gives Michigan teachers an opportunity to further demonstrate their skills as highly qualified teachers. These funds will be combined with federal stipends to pay 100% of the NB certification fee for approximately 80 teachers.
- Reach and Teach for Learning is a state-wide initiative to improve learning results for students that are hard for teachers to reach and hard for them to teach. The year-long initiative is a collaborative effort of several state educational associations, teacher organizations, and the MDE. The initial set of 17 school teams represent the middle level, high schools, public school academies and career technical centers.
- Implement the MDE/ISD Partnership for the Delivery of Services as a state regional technical support system that provides targeted assistance to high priority schools and districts. The MDE/ISD partnership is critical to successfully reaching the goal of 100% highly qualified teachers and improving instruction and student achievement.

ELEMENT 6: Specialized Knowledge and Skills

Outcome: Ensure that teachers have the specialized skills they need to be effective with the populations of students typically served in high-poverty, low-performing schools (including Native American students, English Language Learners, and other students at risk).

Perhaps one of the most disturbing statements that one can make to a professional educator is "Anyone can teach". Given the rise of alternative certification initiatives, often "preparation" is not stressed in these programs. The emphasis is on a "quick fix" way to obtain a teaching certificate. According to Linda Darling-Hammond (1998):

> "Teachers must have a deep understanding of the subject matter content to be effective in teaching students. The teacher needs to be able to connect ideas. To do this the teacher must be able to employ a variety of strategies and continuously evaluate student understanding. Teachers need to be presented with opportunities to hone their craft."

The ~~ELSMT~~ *PSMT* establish the basic foundations for what Michigan teachers need to know and be able to do. **Updated (11/2009):** *The Professional Standards for Michigan Teachers (PSMT) were adopted by the SBE in May 2008. These research-based standards provide a framework of rigorous subject matter knowledge from general and liberal education, relevant pedagogical knowledge for optimal student learning, achievement, and participation in a global society.* ~~These standards cover instructional areas including the integration of technology in instruction, working with diverse learners, and classroom management.~~ Not only do teachers need those skills that are developed in their preparation programs, they also need on-going quality professional development to assure that students in our neediest schools have access to highly effective instruction. Alternative certification programs must also include preparation in classroom management, use of effective instructional methods and strategies, working with diverse student populations, and instructional technology. The implementation of the various components of Michigan's "Professional Learning Strategic Plan" will support the identification of quality professional learning for teachers and administrators.

ELEMENT 6: Specialized Knowledge and Skills Sub-Strategies

6.1 Encourage field placements in a variety of settings to give teacher candidates exposure to working with diverse student populations including ethic diversity, and special needs students.
6.2 Develop a Performance-based assessment of practice teaching based on the ~~ELSMT~~ *PSMT*. **(Updated 11/2009)**
6.3 Revise the MTTC content tests on a regular basis to assure alignment with current content standards. **Updated (11/2009):** OPPS is currently aligning the math portion of the MTTC Basic Skills to the Michigan Content Expectations for student graduation requirements. This ensures that students graduating from Michigan high schools will be provided with a Basic Skills – mathematics assessment that is commensurate with their proficiency level. Revision and alignment of the Elementary Education MTTC is currently underway to match the elementary education certification standards recently approved (January 2008). OPPS is updating and revising the Early Childhood Education test based upon the early childhood standards and is in the process of implementing several foreign language tests, including Arabic (Modern Standard), Russian, and Latin

ELEMENT 7: Working Conditions

Outcome: Improve the conditions of hard-to-staff schools that contribute to excessively high rates of teacher turnover.

Understanding the impact that building culture and climate have on teacher retention is beginning to emerge as an important area of research. Positive leadership at the building level that acknowledges and rewards effective teaching has been shown to increase teacher satisfaction and retention, which helps to lead to improvement in student achievement. Recently, the SBE adopted the Positive Behavior Support (PBS) policy for Michigan schools. The vision of the SBE is to create learning environments that prepare students to be successful in the 21st Century. The elements of a school-wide positive behavior support system are essential prerequisites for creating schools that promote safe, orderly, and respectful learning environments. PBS systems are proven to improve academic achievement, attendance, and graduation rates.

Positive behavior support is an application of a behaviorally-based system approach to enhance the capacity of schools, families, and communities to design effective environments that improve the fit or link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining school environments that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making problem behavior less effective, efficient and relevant, and desired behavior more functional. PBS aligns with many SBE current policies and initiatives, among them: Universal Education, Keeping Kids in School, Anti-Bullying, and Michigan's Integrated Behavior and Learning Support-Initiative (MiBLSi).

In addition to implementing the PBS the Mi-Plan assessment of school culture uses embedded surveys to measure achievement and perceptions. A school can add its own cultural audit data to Mi-Plan's bank of surveys as additional information to be analyzed when developing the school's improvement plan.

ELEMENT 7: Working Conditions Sub-Strategies

7.1 Strengthen leadership in low-performing schools. Michigan's Legislature recently passed legislation to reinstate administrator certification on a voluntary basis. The MDE has developed administrator preparation standards for school principals that include standards for data-driven decision-making.
7.2 Support the Principal's academy to train school leaders from low-performing schools.
7.3 Continue the per pupil foundation allowance that assures equitable funding distribution to all local districts. Currently, the minimum per pupil allowance is *$7,151 as of November 2009.*
7.4 Encourage local districts to explore and implement merit pay or pay-for-performance systems that award effective teachers for improving student achievement.

ELEMENT 8: Policy Coherence

Outcome: Improve internal process or revise state policies that may inadvertently contribute to local staffing inequities.

The following excerpts from the SBE/MDE Strategic Plan express our beliefs, vision, and mission with regard to education in Michigan:

BELIEFS

The State Board of Education and Michigan Department of Education believe that:

- All children can learn at high levels, and that
- A complete education helps all of our children become participating citizens who are creative, caring, and critical thinkers, and to accomplish this
- The State Board of Education and Michigan Department of Education must work in collaboration with the Governor, the Legislature, and the community of stakeholders to achieve the Vision.

VISION STATEMENT

The State Board of Education and Department of Education, with their partners, are the driving forces to create learning environments that prepare students to be successful in the 21st Century knowledge economy.

MISSION STATEMENT

Provide leadership and support for excellence and equity in education.

ELEMENT 8: Policy Coherence Sub-Strategies

8.1 Use the implementation of the revised School Improvement Framework to align professional development with school needs based on data about student achievement and staff needs.

8.2 Redesign the License 2000 (L2K) teacher certification database to better interact with REP data to more effectively audit teacher qualifications. Redesign of the L2K database is scheduled to begin Fall 2006. **Updated (11/2009):** Michigan Legislature approved an increase in teacher certification fees effective January 1, 2008 in order to financially assist with the redesign of the current teacher certification database (License 2000/L2K). This redesign will better interact with REP data so as to more effectively audit teacher qualifications. The redesign of the L2K database is currently underway

8.3 Be proactive in pursuing legislation that will improve education for all students.

8.4 Use the Teacher Preparation Policy Study Group (TPPSG) report to identify and repair any policy discrepancies.
8.5 Continue to build and nurture partnerships like the National Governors Association (NGA) grant and the TPPSG that promote policy coherence and strategic alignment.

PRACTICAL IMPLEMENTATION STRATEGIES

The outcomes and strategies outlined above are very comprehensive in nature and many are more long-term and need to be phased in. In order to implement these strategies many resources are needed. The MDE is using some of its state level Title II funds to employ contractors to implement the Professional Learning Strategic Plan. Learning Point Associates/Great Lakes East Comprehensive Assistance Center have provided additional consultative resources, technical support and funding for the development and implementation of the Individualized Professional Development Plan. This development and implementation phase will occur during the 2007 fiscal year.

In addition, staff will take the following actions in the short-term to assure that the Teacher Equity Plan is successfully implemented:

The Office of Professional Preparation Services staff will work closely with the School Improvement Office to continue to identify high priority schools and schools not making AYP to determine whether they are meeting the 100% Highly Qualified teacher requirement and the equitable distribution of their teachers.

Conduct on-site monitoring visits and/or conference calls to districts that do not meet the requirement and require them to use a greater percentage of their Title I or Title II funds to assist teachers in becoming Highly Qualified by the end of the 2006-07 school year and inform them that the district will be assessed state penalties for failure to comply with Michigan law that requires teachers to be appropriately certificated for their grade level and subject area assignment.

Work with the School Improvement Office and its Field Services staff to monitor and assure that districts/schools that must hire new or inexperienced teachers in schools that are identified with high poverty and high minority populations provide a quality mentoring and induction program for such teachers.

Include Highly Qualified teacher status as part of the special education monitoring protocol.

Attached are the “MDE Timeline of NCLB Activities” and the “Corrective Action Plan” for accomplishing the various activities listed in the revised state plan. These activities support or reinforce the MDE’s implementation of the various requirements of NCLB.

Attachment D3.1

Michigan Local Education Agency (LEA) Highly Qualified Teacher Report 2006-2007 School Year

LEA/DISTRICT NAME	SUPERINTENDENT NAME (PRINT OR TYPE)	SUPERINTENDENT SIGNATURE/ DATE
		/
POINT-OF-CONTACT NAME	CONTACT PERSON'S TELEPHONE NUMBER	CONTACT PERSON'S EMAIL ADDRESS

Part 1- ENTER LEA LEVEL DATA FOR THE 2006-2007 SCHOOL YEAR:

Total Number of Core Academic Subject Teachers in the District			
	Number	Percentage	Comments
Number and Percentage of Core Academic Subject *Teachers* Who Are **NOT** Highly Qualified			
	Number	Percentage	Comments
Number and Percentage of Core Academic Subject *Classes* Taught By Teachers Who Are **NOT** Highly Qualified			
	Number	Percentage	Comments
Number and Percentage of Core Academic Subject Teachers Who Did **NOT** Receive High-Quality Professional Development During the Previous School Year			

Add any other data, from the LEA/School District, that establishes needs related to ensuring that all core academic subject area classes are taught by Highly Qualified Teachers.

Highly Qualified Teacher Report - PAGE 2

LEA/DISTRICT NAME

Part 2- CURRENT PRACTICE AS IDENTIFIED BY DISTRICT NEEDS ASSSESSMENT

Review the district's REP report regarding the number and percent of teachers who are and are not Highly Qualified (HQ). Consider which core academic subjects and grade levels have teachers, if any, who are not HQ. Use this information in responding to the questions below.

1. Describe how teachers are presently being supported by the district in meeting the NCLB HQ Teacher requirements.	
2. What issues or conditions are preventing the district from having 100% of the teachers HQ?	

Highly Qualified Teacher Report - PAGE 3

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LEA/DISTRICT NAME

Part 3- DISTRICT ACTIONS TO ENSURE EQUITABLE DISTRIBUTION OF HIGHLY QUALIFIED TEACHERS:

List and describe district actions to ensure that poor and minority students and those in schools identified for improvement are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than other students. Complete Resources column as appropriate. Refer to district report card data and REP report to keep local needs in mind.

District Strategies	Person Responsible	Resources (Fund Source/$$)	How Will Progress be Monitored

Highly Qualified Teacher Report - PAGE 4

LEA/DISTRICT NAME

Part 4- DISTRICT ACTIONS TO ENSURE HIRING ONLY HIGHLY QUALIFIED TEACHERS:

Indicate the district procedures or actions for recruiting and hiring Highly Qualified teachers, ie. signing bonuses. Complete the Resources column as appropriate. (Expand the table to include other actions, as needed.)

District Strategies	Person Responsible	Resources (Fund Source/$$)	Comments / Notes
*The district will retain documentation related to announcing the position, efforts to recruit Highly Qualified candidates for the position, applications and resumes received, and notes from interviewing and selecting the teacher for employment.			
*The district will keep on file a mutually agreed upon plan from the teacher to fulfill requirements to achieve Highly Qualified status, using the most expedient option.			
*The district will ensure that the teacher receives support and assistance necessary to achieve the Highly Qualified designation as expediently as possible.			

*These actions should be taken if a Highly Qualified teacher is unavailable and a non-Highly Qualified teacher is hired.

Highly Qualified Teacher Report - PAGE 5

LEA/DISTRICT NAME

Part 5- DISTRICT ACTIONS TO RETAIN HIGHLY QUALIFIED TEACHERS:

List and describe district actions to retain Highly Qualified teachers. Complete Resources column as appropriate. Refer to district report card data and REP report to keep local needs in mind.

District Strategies	Person Responsible	Resources (Fund Source/$$)	How Will Progress be Monitored

Highly Qualified Teacher Report - PAGE 6

_____
LEA/DISTRICT NAME

Part 6- DISTRICT ASSURANCES RELATED TO HIGHLY QUALIFIED TEACHERS:

Place a check in front of each assurance to indicate that LEA administrators are aware of the compliance issue and that the LEA is in full compliance. Please note that the LEA Superintendent's signature is required at the bottom of this document.

- ☐ All teachers will be assigned to teach a grade level(s) and subject(s) for which the teacher holds proper Michigan certification and for which the teacher has been deemed Highly Qualified.
- ☐ LEA has established procedures for developing individual teacher plans that provide clear and direct communication between the LEA and individual teachers.
- ☐ The LEA has incorporated Michigan's School Improvement Framework and will fully implement the procedures outlined in the document.
- ☐ The LEA will notify, annually at the beginning of the school year, parents of each student attending each school that receives Title I, Part A funds that the parents may request and the LEA will provide in a timely manner, information regarding the professional qualifications of the student's teachers in accordance with Section 1111(h)(6)(A).
- ☐ The LEA will ensure that each school that receives Title I, Part A funds provides to each parent timely notice that the student has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not Highly Qualified. [See Section 1111 (h)(6)(B)(ii)] (NOTE: Letters must be sent when the student is assigned to a non-Highly Qualified teacher. If a teacher change during the school year results in a student's class being taught by a non-Highly Qualified teacher, parents of each student in the class must be notified not later than the date by which students have been taught for four consecutive weeks.)
- ☐ The LEA has policies and procedures to prohibit use of Title I, Part A funds to pay the salary of any paraprofessionals not meeting NCLB requirements except under limited cases as described in Section 2141(c)(2).
- ☐ The LEA has policies and procedures to prohibit the use of Title II, Part A funds to pay the salary of any teacher who does not meet the NCLB and state definitions of a Highly Qualified teacher.

SUPERINTENDENT'S NAME - PRINTED	SUPERINTENDENT'S SIGNATURE	DATE

Attachment D3.1

Attachment 2

NCLB TIMELINE OF ACTIVITIES

2001	2002	2003	2004	2005	2006	2007	2008
• SBE Task force on "Ensuring Excellent Educators"	• NCLB Reauthorizes ESEA	• Awareness TA Sessions for Administrators	Grade level content expectations completed	• Revise Teacher Admin. Rules	• 96% HQ teachers in every classroom • Revised State Plan • Equity Plan	• Monitoring district equitable distribution	• 98% HQ teachers
• MTTC; Program approval standards; regional update meetings	• MDE State Level Title II Planning Committee formed	• Info Mtgs & TA for teachers	• Title II 2/3 of Funds transferred to MVU	• Implement METB (Michigan Educator Talent Bank)	• Created Teacher Quality Coordinator position within MDE	• Begin development of Student Longitudinal Data System	
• Limited License to Instruct pilot project initiated	• Referent group on Highly Qualified teachers organized & began meeting	• SBE approved MI HQ teacher Definition	• MDE MOU w/ MVU to include online PD via Learn Port	• GLCE Training	• CEPI implemented REP submission reports for districts to review (data quality)	• MSU research project on teacher supply & demand	
	• MDE receives Teacher Quality Enhancement Grant	• PD standards approved and Training Provided	• Targeted PD to high priority schools via Title II subpart 3A PD grant Program	• ASSIST Training			
		• Reading First Grants	• PD standards implemented	• Teacher Observation Performance Review Training	• Begin technical assistance for HQ (MiTAP)		
		• Decrease Emergency Permits	• CEPI adds HQ Field to REP	• Begin monitoring district HQ data			
		• Induction & Mentoring standards approved	• Teacher-to-Teacher on demand PD website Available	• $400,000 Title II, subpart 3A PD funds targeted for Small and rural Schools			
			• Draft of SBE/ MDE Strategic Plan				

Attachment 3

CORRECTIVE ACTIONS WORK PLAN

Date of Implementation	Activity	Lead Person	Outcome	Milestones
August 2006	CEP releases June 2006 REP Report to OPPS.	Flora L. Jenkins OPPS	REP report data disaggregated by district and HQT.	
August-September 2006	OPPS identifies LEAs with less than 100% HQT. Information disseminated inside MDE.	Flora L. Jenkins OPPS	Information shared w/ Field Services and Charter Schools Offices.	
September 2006	OPPS contacts identified LEAs to request a current update on teacher status.	Frank Ciloski OPPS	Districts respond by verifying teacher status.	
				Districts receive Report and respond back to MDE.
September-October 2006	OPPS revises data on HQT Statewide.	Frank Ciloski OPPS	OPPS revises the data.	
				Data set is revised based on information received.
	Field Services consultants contact LEAs to verify information and provide technical assistance.	Margaret Madigan Field Services	Regional consultants contact LEAs with less with less than 100% HQT.	

Attachment D3.1

Date of Implementation	Activity	Lead Person	Outcome	Milestones
October-November 2006	Field Services regional consultants review consolidated applications of LEAs with less than 100% HQT for corrective action plan.	Margaret Madigan Field Services	Identified LEAs submit a corrective action plan.	
	OPPS will conduct regional meetings for identified LEAs to provide technical assistance.	Frank Ciloski OPPS	Regional meetings are conducted.	Regional meetings conducted to provide technical assistance.
	Districts/schools not at 100% Required to submit an action plan to MDE	Flora L. Jenkins OPPS Margaret Madigan Field Services	District plans are received by MDE	
November 2006	Field Services regional consultants and OPPS staff will review corrective action plans and direct use of Title II, Part A funds as needed and Verify implementation of plan.	Flora L. Jenkins Margaret Madigan Field Services	Corrective action plans are approved.	OPPS and FSU review corrective action plans.
	OPPS staff present updated data on teacher quality to the SBE.	Flora L. Jenkins OPPS	Presentation made to SBE on teacher quality in Michigan.	
December 2006	CEPI releases December 2006 REP Report to OPPS.	Flora L. Jenkins OPPS	REP report data disaggregated by district HQT.	

Attachment D3.1

Date of Implementation	Activity	Lead Person	Outcome	Milestones
January-February 2007	OPPS identifies LEAs with less than 100% HQT. Information disseminated inside MDE.	Flora L. Jenkins OPPS	Information shared with Field Services and Charter Schools Office.	
February 2007	Begin Round 1 of MiTAP visits to district/school	Flora L. Jenkins OPPS	Data quality & technical assistance	
	OPPS collaborates with Field Services to provide technical assistance To districts not yet at 100% HQT.	Flora L. Jenkins OPPS Margaret Madigan FSU	Each district is contacted to verify current status HQT.	Significant drop in districts/schools not meeting goal.
March-June 2007	Regional consultants and OPPS will collaborate to continue to monitor LEA progress in ensuring 100% HQT by end of school year.	Flora L. Jenkins OPPS Margaret Madigan FSU	MDE places high priority on district's HQT status.	
June 2007	CEPI releases June 2007 REP Report to MDE.	Flora L. Jenkins OPPS	REP report data disaggregated by district & HQT	
July 2007	MDE identifies any district/ school failing to meet 100% HQT.	Flora L. Jenkins OPPS	MDE notifies districts of their status.	
	Begin Round 2 of MiTAP visits to districst/schools	Flora L. Jenkins OPPS	Data quality & technical assistance	
July 2007	Regional consultants and OPPS institute financial sanctions on districts failing to meet 100%	Flora L. Jenkins OPPS Margaret Madigan	MDE withholds funds.	

Attachment D3.1

Date of Implementation	HQT. Activity	FSU Lead Person	Outcome	Milestones
October 2007	Begin Round 3 of MiTAP visits to districts/schools; some re-visits to those needing additional technical assistance	Flora L. Jenkins OPPS	Data quality & technical assistance	
March 2008	Begin Round 4 of MiTAP visits to districts/schoosl	Flora L. Jenkins OPPS	Data quality & technical assistance	Continuous improve-ment of data quality
September 2008	Begin Round 5 of MiTAP visits to districts/schools; completion of all district/school visits, except new	Flora L. Jenkins OPPS	Data quality & technical assistance	
March 2009	Begin Round 6 of MiTAP visits to new district/school and re-visits to those needing additional technical assistance	Flora L. Jenkins OPPS	Data quality & technical assistance	
October 2009	Begin Round 7 of MiTAP visits to new district/school and re-visits to those needing additional technical assistance	Flora L. Jenkins OPPS	Data quality & technical assistance	

Attachment D3.1

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Attachment E1.1

MICHIGAN Department of Education

Michigan's School Accountability and Accreditation System: From Education YES! To MI-SAAS

Background

In March, 2002, the State Board of Education approved "Education YES!—A Yardstick for Excellent Schools" as the state's accreditation system to provide a means of setting standards for continuous school improvement and measuring the need for support and intervention for schools. Michigan's initiation of this accreditation system was concurrent with passage of No Child Left Behind (NCLB), which required states to have an accountability system. As a result, Education YES! has been Michigan's method to align state and federal requirements by blending state accountability and adequate yearly progress (AYP) reporting for NCLB.

Since 2002, the Board has made significant policy changes that resulted in the Michigan Merit Exam, expanded indicators for the School Improvement Framework self-assessment, MI-Access for students with special needs, testing in grades 3-8, and inclusion of a growth model. In addition to policy changes, educators, parents, and employers have identified concerns with the system and made numerous recommendations to make it more understandable and transparent.

As a result, the Michigan Department of Education (MDE) staff determined a major redesign of the current system was needed. A stakeholder group was convened to evaluate the current system, review the statutory basis for school accreditation, and make recommendations for a redesigned system of state school accreditation.

The redesign team, which met regularly for over a year to complete its work, analyzed the current system and identified the following concerns with Education YES!:

- Consequences of Michigan accreditation and NCLB AYP are not aligned.
- It shifts emphasis from Michigan to federal requirements.
- Its grading structure uses the federal Adequate Yearly Progress (AYP) status to lower the Michigan accreditation status.
- It needs additional clarity, usefulness, and credibility.
- Educators, parents, and employers want and deserve an understandable one-stop information system.

In analyzing NCLB requirements, the team determined that Education YES! failed to distinguish between schools making progress but missing one or two of the 40-plus requirements from those not making progress and missing many or most of the requirements. The team concurred that Michigan needed a system that could make such distinctions as a means to identify schools most in need of interventions and support services.

The proposed redesign, the Michigan School Accountability and Accreditation System (MI-SAAS), addresses these concerns. It makes Michigan standards the primary determinants for the state's accreditation system. It recognizes academic progress in all core subjects, recognizes five and six year graduation rates as

successes, and enables schools to calculate their accreditation status. Using a "dashboard" display rather than a single letter grade, MI-SAAS provides greater credibility, more transparent accountability, and increased usefulness to those interested in the continuous improvement of Michigan schools. The MI-SAAS will report a school's accreditation status, as well as its AYP status and subgroup data as required by the Elementary and Secondary Education Act (ESEA). This will provide both state and federal data to identify those schools that merit the highest priority for support and intervention.

PROPOSED REDESIGN: MICHIGAN SCHOOL ACCOUNTABILITY AND ACCREDITATION SYSTEM (MI-SAAS)

The MI-SAAS is based on student achievement and compliance with Michigan statute. These components are combined to assign an Annual State Accreditation Status to each school. To provide educators, parents, and employers with a complete picture of the school, additional information about the school and its district, community, and the state is included as part of the "dashboard" display.

Each of these four elements is described below:
1) Student Achievement,
2) Compliance with Michigan Statute,
3) Annual State Accreditation Status, and
4) Additional School, District, Community, and State Information.

1. Student Achievement.
MI-SAAS sets standards for accreditation that demonstrate students are achieving at appropriate levels. Measurement of student achievement includes three components:

- Proficiency (elementary, middle, and high schools)
- Performance Level Change (elementary and middle school with annual grades 3-8 assessments)
- Provisionally proficient on the Michigan Merit Exam (high schools with 11th grade assessment)

Proficiency.
State standards for proficiency in core curriculum subjects are used to determine the accreditation status for all elementary, middle, and high schools. Based on assessment data for the four core subject areas of English language arts (reading and writing), mathematics, science, and social studies, a school's accreditation status is determined to be "summary accredited," "interim status," or "unaccredited" (Section MCL 380.1280 of the Revised School Code).

MI-SAAS establishes the following proficiency standards to determine a school's accreditation status:

- ACCREDITED: No more than one subject below 60% proficient and no subjects below 35% proficient.
- INTERIM (Proficiency): Two or more subjects lower than 60% proficient but not lower than 35% proficient. NOTE: A school may also fall into Interim if

it meets all standards for accreditation but does not make AYP. Such a school will be designated INTERIM (AYP).
- UNACCREDITED: One or more subjects lower than 35% proficient.

At least every two years the MI-SAAS proficiency standards will be evaluated by the State Board of Education so that the cut-off percentages may be adjusted upward as student achievement increases statewide or to meet new state or federal legislative requirements. The measures of student achievement include the Michigan Educational Assessment Program (MEAP), the Michigan Merit Examination (MME), and MI-Access (Michigan's alternate assessments for students with disabilities). The assessment data used to determine a school's accreditation status will use only the scores of students at the school for a full academic year prior to the assessment. Since the MEAP assessment (elementary and middle school) is given in the fall and covers content learned the previous year, feeder codes will be used to attribute the students' scores to the school attended during the prior school year. In contrast to federal AYP requirements, MI-SAAS does not cap the number of students with proficient scores on the MI-Access assessments. All proficient scores on MI-Access will be included in the achievement calculation.

Performance Level Change.

Performance Level Change (PLC) is a new component for assessing student achievement that was approved for Michigan's use by the United States Department of Education for compliance with NCLB. PLC is important because it provides information about increases in student academic achievement that are greater than expected for one year of school. Because achievement "growth" can be calculated only for subject areas where students are tested in consecutive years, PLC is calculated only for English language arts and math for students in grades 3-8.

Students are counted as proficient if they show more than the expected improvement in their achievement level. This measure is based on the PLC model using scores that fall into the Improvement or Significant Improvement range. Performance Level Change allows schools to demonstrate increases in pupil achievement, the result of intensive efforts of students and staff, even though a student is not yet scoring in the proficient range on the MEAP assessment.

PLC enables schools to show their students may not yet be proficient, but achievement is improving. To determine the PLC for elementary and middle schools, the achievement levels (Not Proficient, Partially Proficient, Proficient and Advanced) for all grades for the four core subjects are totaled and students in the top two levels (proficient and advanced) are counted as proficient. Then for English language arts (ELA) and math, the following number of students is totaled:
- Students testing proficient but not improving
- Students improving but not proficient
- Students who are both proficient and improving.

Since Social Studies, Science, and Writing are not tested annually, the PLC calculation cannot be used for these subjects. The totals of students in each category of proficient or not proficient are divided by the total number of students tested to arrive at the percentage of students proficient in each subject area.

Proficient or Provisionally Proficient on the Michigan Merit Exam.

At the high school level, no subject area is tested at consecutive grade levels. Therefore, PLC cannot be measured for high schools. Instead, the MI-SAAS determines the number of students, based on the Michigan Merit Exam (which includes the ACT, Michigan Content Expectations, and WorkKeys), who are proficient or provisionally proficient. Provisional proficiency uses a standard error measurement to provide greater reliability and to eliminate any false negatives. This is similar to polling data that makes reference to "a margin of error of + or – 4%." The margin of error is applied to student scores that are just below the cut score.

Student achievement is based on the total of achievement levels for English language arts, math, science, and social studies. Then, for each subject, the following number of students is totaled:

- Students testing proficient
- Students provisionally proficient (within a margin of error).

These totals are divided by the total number of students tested to determine the percent proficient.

Improvement of Student Achievement

Performance Level Change (PLC) is used in cases where achievement is measured at adjacent grade levels in the same subject on the same state assessment. Improvement of student achievement (non-cohort growth) will be measured in the following cases:

- Science, Social Studies and Writing for each grade level in which it is tested; and
- Mathematics and Reading at the high school level.

A school in which achievement improves ten or more percentage points from year to year in a subject will be considered as having achieved the next higher threshold for classification as interim or accredited in that subject.

2. Compliance with Michigan Statute.

The second core element for accountability in the MI-SAAS is a school's compliance with Michigan statute. For schools to be accredited, they must comply with basic accreditation requirements in MCL 380.1280 and with the requirement to employ only teachers who hold a valid teaching certificate (MCL 380.1233). The eight statutory requirements appear below.

The MI-SAAS will measure compliance by evaluating schools on the following eight questions.

- Do 100% of the school's staff hold the necessary Michigan certification? (MCL 380.1233)
- Is the school's annual School Improvement Plan published? (MCL 380.1204a)
- Are required curricula offered (MCL 380.1204a):
    - Grade Level Content Expectations in grades K-8?
    - Michigan Merit Curriculum in grades 9-12?
- Is a fully compliant Annual Report published? (MCL 380.1204a)

- Have the Performance Indicators or equivalent been submitted through the School Improvement Framework or AdvancED Standards and Assessment Report? (MCL 380.1204a)
- Are literacy and math tested annually in grades 1-5? (MCL 380.1280b)
- If the school was designated for participation in the National Assessment of Educational Progress (NAEP), did the school participate? (MCL 380.1280b)
- Is the high school six-year graduation rate 80% or above? (MCL 380.1280b and MCL 388.1619)

If the answer to **any** one of these questions is "no" for two consecutive years, the school's accreditation status is lowered one level even if the "no" is for a different question each year.

3. Annual State Accreditation Status.

Student achievement and compliance with Michigan statute are combined to annually assign a state accreditation label for each school. A school cannot be fully accredited if it does not make AYP. As illustrated below, accreditation status will be lowered from accredited to interim for any school year in which the school does not make AYP.

Preliminary Accreditation Status	*Final Accreditation Status*	
	Makes AYP	**Does not make AYP**
Accredited	Accredited	Interim (AYP)
Interim	Interim (Proficiency)	Interim (Proficiency)
Unaccredited	Unaccredited	Unaccredited

With the closer alignment of accreditation and AYP, schools may be sorted into three categories:

- School is accredited and is making AYP.
- School is in interim status and may or may not be making AYP.
- School is unaccredited and may or may not be making AYP.

Note that state accreditation status is not related to federal Title I funding. A school in need of support and intervention should be treated the same regardless, whether:

- It receives Title I funds or not.
- The standards it doesn't meet are federal or state.

4. ADDITIONAL SCHOOL, DISTRICT, COMMUNITY, AND STATE INFORMATION.

In the same way that a car's dashboard provides gauges with a variety of helpful information, MI-SAAS displays various data elements to create a more complete picture of the school. These data elements are clustered into four areas: District Context, People/Programs, Success Indicators, and NCLB Performance. These elements are not included in the accreditation status calculation in the interests of credibility and transparency. That is, when a school is unaccredited, it is because of achievement and compliance with statute, not due to other variables. MI-SAAS

also includes space for the school or school district to report its own "points of pride."

The District Context can display financial data comparing the district's per pupil funding with the state average, the average teacher salary, the percent of funds spent on instruction as a percent of operating costs and other data already collected by MDE. Enrollment trends for both the building and district may be displayed, along with the percentage of students in the building from various feeder schools in the district and their annual state accreditation status.

People/Programs section may display the teacher/student ratio and percent of teachers receiving professional development. The percentage of students enrolled and participating in Career and Technical Education programs is displayed, as well as the percentage who are "concentrators" (i.e., A secondary student who has completed at least six of the twelve segments and is enrolled in the next segment). Finally, the different student populations served in the building are reported: English Language Learners, students eligible for Free and Reduced Price meals, and students with Special Needs.

The Success Indicators may include post-secondary readiness (for high schools) to report the percentage of students who applied to post-secondary institutions, the percent who achieved a college ready score on the ACT, and the percent who achieved a workforce ready score on the WorkKeys assessment. Completion-success rates for high schools are reported for the percentage of students dually enrolled, graduated within six years, or dropped out of school. Schools also show the percentage of students making progress as English Language Learners and the 9th grade promotion rate. Schools may choose other data to report, such as Title I Distinguished Award, or Teacher of the Year. If a school is accredited through AdvancED (parent organization of North Central Accreditation), the accreditation logo appears in this section.

THE REVISED SCHOOL CODE (EXCERPT)
Act 451 of 1976

380.1280 Accreditation.

Sec. 1280. (1) The board of a school district that does not want to be subject to the measures described in this section shall ensure that each public school within the school district is accredited.

(2) As used in subsection (1), and subject to subsection (6), "accredited" means certified by the superintendent of public instruction as having met or exceeded standards established under this section for 6 areas of school operation: administration and school organization, curricula, staff, school plant and facilities, school and community relations, and school improvement plans and student performance. The building-level evaluation used in the accreditation process shall include, but is not limited to, school data collection, self-study, visitation and validation, determination of performance data to be used, and the development of a school improvement plan.

(3) The department shall develop and distribute to all public schools proposed accreditation standards. Upon distribution of the proposed standards, the department shall hold statewide public hearings for the purpose of receiving testimony concerning the standards. After a review of the testimony, the department shall revise and submit the proposed standards to the superintendent of public instruction. After a review and revision, if appropriate, of the proposed standards, the superintendent of public instruction shall submit the proposed standards to the senate and house committees that have the responsibility for education legislation. Upon approval by these committees, the department shall distribute to all public schools the standards to be applied to each school for accreditation purposes. The superintendent of public instruction shall review and update the accreditation standards annually using the process prescribed under this subsection.

(4) The superintendent of public instruction shall develop and distribute to all public schools standards for determining that a school is eligible for summary accreditation under subsection (6). The standards shall be developed, reviewed, approved, and distributed using the same process as prescribed in subsection (3) for accreditation standards, and shall be finally distributed and implemented not later than December 31, 1994.

(5) The standards for accreditation or summary accreditation under this section shall include as criteria pupil performance on Michigan education assessment program (MEAP) tests and on the Michigan merit examination under section 1279g and, until the Michigan merit examination has been fully implemented, the percentage of pupils achieving state endorsement under section 1279, but shall not be based solely on pupil performance on MEAP tests or the Michigan merit examination or on the percentage of pupils achieving state endorsement under section 1279. The standards shall also include as criteria multiple year change in pupil performance on MEAP tests and the Michigan merit examination and, until after the Michigan merit examination is fully implemented, multiple year change in the percentage of pupils achieving state endorsement under section 1279. If it is necessary for the superintendent of public instruction to revise accreditation or summary accreditation standards established under subsection (3) or (4) to comply with this subsection, the revised standards shall be developed, reviewed, approved, and distributed using the same process as prescribed in subsection (3).

(6) If the superintendent of public instruction determines that a public school has met the standards established under subsection (4) or (5) for summary accreditation, the school is considered to be accredited without the necessity for a full building-level evaluation under subsection (2).

(7) If the superintendent of public instruction determines that a school has not met the standards established under subsection (4) or (5) for summary accreditation but that the school is making progress toward meeting those standards, or if, based on a full building-level evaluation under subsection (2), the superintendent of public instruction determines that a school has not met the standards for accreditation but is making progress toward meeting those standards, the school is in interim status and is subject to a full building-level evaluation as provided in this section.

(8) If a school has not met the standards established under subsection (4) or (5) for summary accreditation and is not eligible for interim status under subsection (7), the school is unaccredited and subject to the measures provided in this section.

(9) Beginning with the 2002-2003 school year, if at least 5% of a public school's answer sheets from the administration of the Michigan educational assessment program (MEAP) tests are lost by the department or by a state contractor and if the public school can verify that the answer sheets were collected from pupils and forwarded to the department or the contractor, the department shall not assign an accreditation score or school report card grade to the public school for that subject area for the corresponding year for the purposes of determining state accreditation under this section. The department shall not assign an accreditation score or school report card grade to the public school for that subject area until the results of all tests for the next year are available.

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(10) Subsection (9) does not preclude the department from determining whether a public school or a school district has achieved adequate yearly progress for the school year in which the answer sheets were lost for the purposes of the no child left behind act of 2001, Public Law 107-110. However, the department shall ensure that a public school or the school district is not penalized when determining adequate yearly progress status due to the fact that the public school's MEAP answer sheets were lost by the department or by a state contractor, but shall not require a public school or school district to retest pupils or produce scores from another test for this purpose.

(11) The superintendent of public instruction shall annually review and evaluate for accreditation purposes the performance of each school that is unaccredited and as many of the schools that are in interim status as permitted by the department's resources.

(12) The superintendent of public instruction shall, and the intermediate school district to which a school district is constituent, a consortium of intermediate school districts, or any combination thereof may, provide technical assistance, as appropriate, to a school that is unaccredited or that is in interim status upon request of the board of the school district in which the school is located. If requests to the superintendent of public instruction for technical assistance exceed the capacity, priority shall be given to unaccredited schools.

(13) A school that has been unaccredited for 3 consecutive years is subject to 1 or more of the following measures, as determined by the superintendent of public instruction:

(a) The superintendent of public instruction or his or her designee shall appoint at the expense of the affected school district an administrator of the school until the school becomes accredited.

(b) A parent, legal guardian, or person in loco parentis of a child who attends the school may send his or her child to any accredited public school with an appropriate grade level within the school district.

(c) The school, with the approval of the superintendent of public instruction, shall align itself with an existing research-based school improvement model or establish an affiliation for providing assistance to the school with a college or university located in this state.

(d) The school shall be closed.

(14) The superintendent of public instruction shall evaluate the school accreditation program and the status of schools under this section and shall submit an annual report based upon the evaluation to the senate and house committees that have the responsibility for education legislation. The report shall address the reasons each unaccredited school is not accredited and shall recommend legislative action that will result in the accreditation of all public schools in this state.

(15) Beginning with the 2008-2009 school year, a high school shall not be accredited by the department unless the department determines that the high school is providing or has otherwise ensured that all pupils have access to all of the elements of the curriculum required under sections 1278a and 1278b. If it is necessary for the superintendent of public instruction to revise accreditation or summary accreditation standards established under subsection (3) or (4) to comply with the changes made to this section by the amendatory act that added this subsection, the revised standards shall be developed, reviewed, approved, and distributed using the same process as prescribed in subsection (3).

History: Add. 1990, Act 25, Eff. Apr. 13, 1990;—Am. 1993, Act 335, Imd. Eff. Dec. 31, 1993;—Am. 1995, Act 289, Eff. July 1, 1996;—Am. 1997, Act 180, Imd. Eff. Dec. 30, 1997;—Am. 2003, Act 275, Imd. Eff. Jan. 8, 2004;—Am. 2006, Act 123, Imd. Eff. Apr. 20, 2006.

Popular name: Act 451

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Act No. 204
Public Acts of 2009
Approved by the Governor
January 4, 2010

Filed with the Secretary of State
January 4, 2010

EFFECTIVE DATE: January 4, 2010

STATE OF MICHIGAN
95TH LEGISLATURE
REGULAR SESSION OF 2009

Introduced by Reps. Melton and Johnson

ENROLLED HOUSE BILL No. 4787

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 sections 1278b, 1561, and 1596 (MCL 380.1278b, 380.1561, and 380.1596), section 1278b as amended by 2007 PA 141 and section 1561 as amended by 1996 PA 339, and by adding section 1280c.

The People of the State of Michigan enact:

Sec. 1278b. (1) Except as otherwise provided in this section or section 1278a, beginning with pupils entering grade 8 in 2006, as part of the requirements under section 1278a the board of a school district or board of directors of a public school academy shall not award a high school diploma to a pupil unless the pupil has successfully completed all of the following credit requirements of the Michigan merit standard before graduating from high school:

(a) At least 4 credits in English language arts that are aligned with subject area content expectations developed by the department and approved by the state board under this section.

(b) At least 3 credits in science that are aligned with subject area content expectations developed by the department and approved by the state board under this section, including completion of at least biology and either chemistry or physics. The legislature strongly encourages pupils to complete a fourth credit in science, such as forensics, astronomy, Earth science, agricultural science, environmental science, geology, physics or chemistry, physiology, or microbiology.

(c) The credit requirements specified in section 1278a(1)(a)(*i*) to (*iv*).

(2) If a pupil successfully completes 1 or more of the high school credits required under subsection (1) or under section 1278a(1) before entering high school, the pupil shall be given high school credit for that credit.

(3) For the purposes of this section and section 1278a, the department shall do all of the following:

(a) Develop subject area content expectations that apply to the credit requirements of the Michigan merit standard that are required under subsection (1)(a) and (b) and section 1278a(1)(a)(*i*) and (*ii*) and develop guidelines for the remaining credit requirements of the Michigan merit standard that are required under this section and section 1278a(1)(a), for the online course or learning experience required under section 1278a(1)(b), and for the requirements for a language other than English under section 1278a(2). All of the following apply to these subject area content expectations and guidelines:

(*i*) All subject area content expectations shall be consistent with the state board recommended model core academic curriculum content standards under section 1278. Subject area content expectations or guidelines shall not include attitudes, beliefs, or value systems that are not essential in the legal, economic, and social structure of our society and to the personal and social responsibility of citizens of our society. The subject area content expectations shall require pupils to demonstrate critical thinking skills.

(*ii*) The subject area content expectations and the guidelines must be approved by the state board under subsection (4).

(*iii*) The subject area content expectations shall state in clear and measurable terms what pupils are expected to know upon completion of each credit.

(*iv*) The department shall complete the development of the subject area content expectations that apply to algebra I and the guidelines for the online course or learning experience under section 1278a(1)(b) not later than August 1, 2006.

(*v*) The department shall complete development of the subject area content expectations or guidelines that apply to each of the other credits required in the Michigan merit standard under subsection (1) and section 1278a(1)(a) not later than 1 year before the beginning of the school year in which a pupil entering high school in 2007 would normally be expected to complete the credit.

(*vi*) If the department has not completed development of the subject area content expectations that apply to a particular credit required in the Michigan merit standard under subsection (1) or section 1278a(1)(a) by the date required under this subdivision, a school district or public school academy may align the content of the credit with locally adopted standards.

(*vii*) Until all of the subject area content expectations and guidelines have been developed by the department and approved by the state board, the department shall submit a report at least every 6 months to the senate and house standing committees responsible for education legislation on the status of the development of the subject area content expectations and guidelines. The report shall detail any failure by the department to meet a deadline established under subparagraph (*iv*) or (*v*) and the reasons for that failure.

(b) Develop and implement a process for developing the subject area content expectations and guidelines required under this section. This process shall provide for all of the following:

(*i*) Soliciting input from all of the following groups:

(A) Recognized experts in the relevant subject areas.

(B) Representatives from 4-year colleges or universities, community colleges, and other postsecondary institutions.

(C) Teachers, administrators, and school personnel who have specialized knowledge of the subject area.

(D) Representatives from the business community.

(E) Representatives from vocational and career and technical education providers.

(F) Government officials, including officials from the legislature.

(G) Parents of public school pupils.

(*ii*) A review of the subject area content expectations or guidelines by national experts.

(*iii*) An opportunity for the public to review and provide input on the proposed subject area content expectations or guidelines before they are submitted to the state board for approval. The time period allowed for this review and input shall be at least 15 business days.

(c) Determine the basic level of technology and internet access required for pupils to complete the online course or learning experience requirement of section 1278a(1)(b), and submit that determination to the state board for approval.

(d) Develop and make available material to assist school districts and public school academies in implementing the requirements of this section and section 1278a. This shall include developing guidelines for alternative instructional delivery methods as described in subsection (7).

(4) The state board shall approve subject area content expectations and guidelines developed by the department under subsection (3) before those subject area content expectations and guidelines may take effect. The state board also shall approve the basic level of technology and internet access required for pupils to complete the online course or learning experience requirement of section 1278a(1)(b).

(5) The parent or legal guardian of a pupil who has completed grade 9, a teacher who is currently teaching the pupil, who currently teaches in or whose expertise is in a subject area proposed to be modified by the personal curriculum, or who is determined by the principal to have qualifications otherwise relevant to developing a personal curriculum, or a school counselor or school employee qualified to act in a counseling role under section 1233 or 1233a may request a personal curriculum under this subsection for the pupil that modifies certain of the Michigan merit standard requirements under subsection (1) or section 1278a(1)(a). A teacher, school counselor, or school employee qualified to act in a counseling role under section 1233 or 1233a may contact a pupil's parent or legal guardian to discuss the possibility and potential benefits of a personal curriculum under this subsection for the pupil. If all of the requirements under this subsection for a personal curriculum are met, then the board of a school district or board of directors of a public school academy may award a high school diploma to a pupil who successfully completes his or her personal curriculum even if it does not meet the requirements of the Michigan merit standard required under subsection (1) and section 1278a(1)(a). All of the following apply to a personal curriculum:

(a) The personal curriculum shall be developed by a group that includes at least the pupil, at least 1 of the pupil's parents or the pupil's legal guardian, a teacher described in this subdivision, and the pupil's high school counselor or another designee qualified to act in a counseling role under section 1233 or 1233a selected by the high school principal. In addition, for a pupil who receives special education services, a school psychologist should also be included in this group. The teacher included in the group developing the personal curriculum shall be a teacher who is currently teaching the pupil, who currently teaches in or whose expertise is in a subject area being modified by the personal curriculum, or who is determined by the principal to have qualifications otherwise relevant to the group.

(b) The personal curriculum shall incorporate as much of the subject area content expectations of the Michigan merit standard required under subsection (1) and section 1278a(1)(a) as is practicable for the pupil; shall establish measurable goals that the pupil must achieve while enrolled in high school and shall provide a method to evaluate whether the pupil achieved these goals; and shall be aligned with the pupil's educational development plan developed under subsection (11).

(c) Before it takes effect, the personal curriculum must be agreed to by the pupil's parent or legal guardian and by the superintendent of the school district or chief executive of the public school academy or his or her designee.

(d) The pupil's parent or legal guardian shall be in communication with each of the pupil's teachers at least once each calendar quarter to monitor the pupil's progress toward the goals contained in the pupil's personal curriculum.

(e) Revisions may be made in the personal curriculum if the revisions are developed and agreed to in the same manner as the original personal curriculum.

(f) The English language arts credit requirements of subsection (1)(a) and the science credit requirements of subsection (1)(b) are not subject to modification as part of a personal curriculum under this subsection.

(g) Except as otherwise provided in this subdivision, the mathematics credit requirements of section 1278a(1)(a)(*i*) may be modified as part of a personal curriculum only after the pupil has completed, without necessarily having attained a passing grade in, at least 1-1/2 credits of the mathematics credits required under that section and only if the pupil successfully completes at least 3-1/2 total credits of the mathematics credits required under that section before completing high school. The requirement under section 1278a(1) that a pupil must successfully complete at least 1 mathematics course during his or her final year of high school enrollment is not subject to modification as part of a personal curriculum under this subsection. The algebra II credit required under that section may be modified as part of a personal curriculum under this subsection only if the pupil meets 1 or more of the following:

(*i*) Has successfully completed the same content as 1 semester of algebra II, as determined by the department.

(*ii*) Elects to complete the same content as algebra II over 2 years, with a credit awarded for each of those 2 years, and successfully completes that content.

(*iii*) Enrolls in a formal career and technical education program or curriculum and in that program or curriculum successfully completes the same content as 1 semester of algebra II, as determined by the department.

(h) The social science credit requirements of section 1278a(1)(a)(*ii*) may be modified as part of a personal curriculum only if all of the following are met:

(*i*) The pupil has successfully completed 2 credits of the social science credits required under section 1278a(1), including the civics course described in section 1166(2).

(*ii*) The modification requires the pupil to complete 1 additional credit in English language arts, mathematics, or science or 1 additional credit in a language other than English. This additional credit must be in addition to the number of those credits otherwise required under subsection (1) and section 1278a(1) or under section 1278a(2).

(i) The health and physical education credit requirement under section 1278a(1)(a)(*iii*) may be modified as part of a personal curriculum only if the modification requires the pupil to complete 1 additional credit in English language arts, mathematics, or science or 1 additional credit in a language other than English. This additional credit must be in addition to the number of those credits otherwise required under subsection (1) and section 1278a(1) or under section 1278a(2).

(j) The visual arts, performing arts, or applied arts credit requirement under section 1278a(1)(a)(*iv*) may be modified as part of a personal curriculum only if the modification requires the pupil to complete 1 additional credit in English language arts, mathematics, or science or 1 additional credit in a language other than English. This additional credit must be in addition to the number of those credits otherwise required under subsection (1) and section 1278a(1) or under section 1278a(2).

(k) If the parent or legal guardian of a pupil requests as part of the pupil's personal curriculum a modification of the Michigan merit standard requirements that would not otherwise be allowed under this section and demonstrates that the modification is necessary because the pupil is a child with a disability, the school district or public school academy may allow that additional modification to the extent necessary because of the pupil's disability if the group under subdivision (a) determines that the modification is consistent with both the pupil's educational development plan under subsection (11) and the pupil's individualized education program. If the superintendent of public instruction has reason to believe that a school district or a public school academy is allowing modifications inconsistent with the requirements of this subdivision, the superintendent of public instruction shall monitor the school district or public school academy to ensure that the school district's or public school academy's policies, procedures, and practices are in compliance with the requirements for additional modifications under this subdivision. As used in this subdivision, "child with a disability" means that term as defined in 20 USC 1401.

(*l*) If a pupil transfers to a school district or public school academy from out of state or from a nonpublic school, the pupil's parent or legal guardian may request, as part of the pupil's personal curriculum, a modification of the Michigan merit standard requirements that would not otherwise be allowed under this section. The school district or public school academy may allow this additional modification for a transfer pupil if all of the following are met:

(*i*) The transfer pupil has successfully completed at least the equivalent of 2 years of high school credit out of state or at a nonpublic school. The school district or public school academy may use appropriate assessment examinations to determine what credits, if any, the pupil has earned out of state or at a nonpublic school that may be used to satisfy the curricular requirements of the Michigan merit standard and this subdivision.

(*ii*) The transfer pupil's personal curriculum incorporates as much of the subject area content expectations of the Michigan merit standard as is practicable for the pupil.

(*iii*) The transfer pupil's personal curriculum requires the pupil to successfully complete at least 1 mathematics course during his or her final year of high school enrollment. In addition, if the transfer pupil is enrolled in the school district or public school academy for at least 1 full school year, both of the following apply:

(A) The transfer pupil's personal curriculum shall require that this mathematics course is at least algebra I.

(B) If the transfer pupil demonstrates that he or she has mastered the content of algebra I, the transfer pupil's personal curriculum shall require that this mathematics course is a course normally taken after completing algebra I.

(*iv*) The transfer pupil's personal curriculum includes the civics course described in section 1166(2).

(m) If a pupil is at least age 18 or is an emancipated minor, the pupil may act on his or her own behalf under this subsection.

(n) This subsection does not apply to a pupil enrolled in a high school that is designated as a specialty school under section 1278a(5) and that is exempt under that section from the English language arts requirement under subsection (1)(a) and the social science credit requirement under section 1278a(1)(a)(*ii*).

(6) If a pupil receives special education services, the pupil's individualized education program, in accordance with the individuals with disabilities education act, title VI of Public Law 91-230, shall identify the appropriate course or courses of study and identify the supports, accommodations, and modifications necessary to allow the pupil to progress in the curricular requirements of this section and section 1278a, or in a personal curriculum as provided under subsection (5), and meet the requirements for a high school diploma.

(7) The board of a school district or board of directors of a public school academy that operates a high school shall ensure that each pupil is offered the curriculum necessary for the pupil to meet the curricular requirements of this section and section 1278a. The board or board of directors may provide this curriculum by providing the credits specified in this section and section 1278a, by using alternative instructional delivery methods such as alternative course work, humanities course sequences, career and technical education, industrial technology courses, or vocational education, or by a combination of these. School districts and public school academies that operate career and technical education programs are encouraged to integrate the credit requirements of this section and section 1278a into those programs.

(8) If the board of a school district or board of directors of a public school academy wants its high school to be accredited under section 1280, the board or board of directors shall ensure that all elements of the curriculum required under this section and section 1278a are made available to all affected pupils. If a school district or public school academy does not offer all of the required credits, the board of the school district or board of directors of the public school academy shall ensure that the pupil has access to the required credits by another means, such as enrollment in a postsecondary course under the postsecondary enrollment options act, 1996 PA 160, MCL 388.511 to 388.524; enrollment in an online course; a cooperative arrangement with a neighboring school district or with a public school academy; or

granting approval under section 6(6) of the state school aid act of 1979, MCL 388.1606, for the pupil to be counted in membership in another school district.

(9) If a pupil is not successfully completing a credit required for graduation under this section and section 1278a, or is identified as being at risk of withdrawing from high school, then the pupil's school district or public school academy shall notify the pupil's parent or legal guardian or, if the pupil is at least age 18 or is an emancipated minor, the pupil, of the availability of tutoring or other supplemental educational support and counseling services that may be available to the pupil under existing state or federal programs, such as those programs or services available under section 31a of the state school aid act of 1979, MCL 388.1631a, or under the no child left behind act of 2001, Public Law 107-110.

(10) To the extent required by the no child left behind act of 2001, Public Law 107-110, the board of a school district or public school academy shall ensure that all components of the curricular requirements under this section and section 1278a are taught by highly qualified teachers. If a school district or public school academy demonstrates to the department that the school district or public school academy is unable to meet the requirements of this section because the school district or public school academy is unable to hire enough highly qualified teachers, the department shall work with the school district or public school academy to develop a plan to allow the school district or public school academy to hire enough highly qualified teachers to meet the requirements of this section.

(11) The board of a school district or board of directors of a public school academy shall ensure that each pupil in grade 7 is provided with the opportunity to develop an educational development plan, and that each pupil has developed an educational development plan before he or she begins high school. An educational development plan shall be developed by the pupil under the supervision of the pupil's school counselor or another designee qualified to act in a counseling role under section 1233 or 1233a selected by the high school principal and shall be based on a career pathways program or similar career exploration program. In addition, if the pupil receives special education services, a school psychologist should also participate in developing the pupil's educational development plan.

(12) Except as otherwise provided in this subsection, if a school district or public school academy is unable to implement all of the curricular requirements of this section and section 1278a for pupils entering grade 9 in 2007 or is unable to implement another requirement of this section or section 1278a, the school district or public school academy may apply to the department for permission to phase in 1 or more of the requirements of this section or section 1278a. To apply, the school district or public school academy shall submit a proposed phase-in plan to the department. The department shall approve a phase-in plan if the department determines that the plan will result in the school district or public school academy making satisfactory progress toward full implementation of the requirements of this section and section 1278a. If the department disapproves a proposed phase-in plan, the department shall work with the school district or public school academy to develop a satisfactory plan that may be approved. However, if legislation is enacted that adds section 1290 to allow school districts and public school academies to apply for a contract that waives certain state or federal requirements, then this subsection does not apply but a school district or public school academy may take action as described in subsection (13). This subsection does not apply to a high school that is designated as a specialty school under section 1278a(5) and that is exempt under that section from the English language arts requirement under subsection (1)(a) and the social science credit requirement under section 1278a(1)(a)(*ii*).

(13) If a school district or public school academy does not offer all of the required credits or provide options to have access to the required credits as provided under subsection (8) and if legislation is enacted that adds section 1290 to allow school districts and public school academies to apply for a contract that waives certain state or federal requirements, then the school district or public school academy is encouraged to apply for a contract under section 1290. The purpose of a contract described in this subsection is to improve pupil performance.

(14) This section and section 1278a do not prohibit a pupil from satisfying or exceeding the credit requirements of the Michigan merit standard under this section and section 1278a through advanced studies such as accelerated course placement, advanced placement, dual enrollment in a postsecondary institution, or participation in the international baccalaureate program or an early college/middle college program.

(15) Not later than April 1 of each year, the department shall submit an annual report to the legislature that evaluates the overall success of the curriculum required under this section and section 1278a, the rigor and relevance of the course work required by the curriculum, the ability of public schools to implement the curriculum and the required course work, and the impact of the curriculum on pupil success, and that details any activities the department has undertaken to implement this section and section 1278a or to assist public schools in implementing the requirements of this section and section 1278a.

Sec. 1280c. (1) Beginning in 2010, not later than September 1 of each year, the superintendent of public instruction shall publish a list identifying the public schools in this state that the department has determined to be among the lowest achieving 5% of all public schools in this state, as defined for the purposes of the federal incentive grant program created under sections 14005 and 14006 of title XIV of the American recovery and reinvestment act of 2009, Public Law 111-5.

(2) The superintendent of public instruction shall issue an order placing each public school that is included on the list under subsection (1) under the supervision of the state school reform/redesign officer described in subsection (9). Within

90 days after a public school is placed under the supervision of the state school reform/redesign officer under this section, the school board or board of directors operating the public school shall submit a redesign plan to the state school reform/redesign officer. For a public school operated by a school board, the redesign plan shall be developed with input from the local teacher bargaining unit and the local superintendent or, if an emergency financial manager is in place under the local government fiscal responsibility act, 1990 PA 72, MCL 141.1201 to 141.1291, the emergency financial manager. The redesign plan shall require implementation of 1 of the 4 school intervention models that are provided for the lowest achieving schools under the federal incentive grant program created under sections 14005 and 14006 of title XIV of the American recovery and reinvestment act of 2009, Public Law 111-5, known as the "race to the top" grant program. These models are the turnaround model, restart model, school closure, and transformation model. The redesign plan shall include an executed addendum to each applicable collective bargaining agreement in effect for the public school that meets the requirements of subsection (8).

(3) Within 30 days after receipt of a redesign plan for a public school under subsection (2), the state school reform/redesign officer shall issue an order approving, disapproving, or making changes to the redesign plan. If the order makes changes to the redesign plan, the school board or board of directors has 30 days after the order to change the redesign plan to incorporate those changes into the redesign plan and resubmit it to the state school reform/redesign officer for approval or disapproval.

(4) The state school reform/redesign officer shall not disapprove a redesign plan that includes all of the elements required under federal law for the school intervention model included in the redesign plan. A school board or board of directors may appeal disapproval of a redesign plan on this basis to the superintendent of public instruction. The decision of the superintendent of public instruction on the appeal is final.

(5) If the state school reform/redesign officer approves a redesign plan under this section, the school board or board of directors shall implement the redesign plan for the public school beginning with the beginning of the next school year that begins after the approval. The school board or board of directors shall regularly submit monitoring reports to the state school reform/redesign officer on the implementation and results of the plan in the form and manner, and according to a schedule, as determined by the state school reform/redesign officer.

(6) The state school reform/redesign school district is created. The state school reform/redesign school district is a school district for the purposes of section 11 of article IX of the state constitution of 1963 and for receiving state school aid under the state school aid act of 1979 and is subject to the leadership and general supervision of the state board over all public education under section 3 of article VIII of the state constitution of 1963. The state school reform/redesign school district is a body corporate and is a governmental agency. Except as otherwise provided in subsection (7), if the state school reform/redesign officer does not approve the redesign plan, or if the state school reform/redesign officer determines that the redesign plan is not achieving satisfactory results, the state school reform/redesign officer shall issue an order placing the public school in the state school reform/redesign school district, imposing for the public school implementation of 1 of the 4 school intervention models described in subsection (2) beginning with the beginning of the next school year, and imposing an addendum to each applicable collective bargaining agreement in effect for the public school as necessary to implement the school intervention model and that meets the requirements of subsection (8). All of the following apply to the state school reform/redesign school district:

(a) The state school reform/redesign school district shall consist of schools that are placed in the state school reform/redesign school district.

(b) The state school reform/redesign officer shall act as the superintendent of the state school reform/redesign school district. With respect to schools placed in the state school reform/redesign school district, the state school reform/redesign officer has all of the powers and duties described in this section; all of the provisions of this act that would otherwise apply to the school board that previously operated a school placed in the state school reform/redesign school district apply to the state school reform/redesign officer with respect to that school, except those relating to taxation or borrowing; except as otherwise provided in this section, the state school reform/redesign officer may exercise all the powers and duties otherwise vested by law in the school board that previously operated a school placed in the state school reform/redesign school district and in its officers, except those relating to taxation or borrowing, and may exercise all additional powers and duties provided under this section; and, except as otherwise provided in this section, the state school reform/redesign officer accedes to all the rights, duties, and obligations of the school board with respect to that school. These powers, rights, duties, and obligations include, but are not limited to, all of the following:

(*i*) Authority over the expenditure of all funds attributable to pupils at that school, including that portion of proceeds from bonded indebtedness and other funds dedicated to capital projects that would otherwise be apportioned to that school by the school board that previously operated the school according to the terms of the bond issue or financing documents.

(*ii*) Subject to subsection (8), rights and obligations under collective bargaining agreements and employment contracts entered into by the school board for employees at the school.

(*iii*) Rights to prosecute and defend litigation.

(*iv*) Rights and obligations under statute, rule, and common law.

(*v*) Authority to delegate any of the state school reform/redesign officer's powers and duties to 1 or more designees, with proper supervision by the state school reform/redesign officer.

(*vi*) Power to terminate any contract or portion of a contract entered into by the school board that applies to that school. However, this subsection does not allow any termination or diminishment of obligations to pay debt service on legally authorized bonds and does not allow a collective bargaining agreement to be affected except as provided under subsection (8). A contract terminated by the state school reform/redesign officer under this subsection is void.

(7) If the state school reform/redesign officer determines that better educational results are likely to be achieved by appointing a chief executive officer to take control of multiple public schools, the state school reform/redesign officer may make a recommendation to the superintendent of public instruction for appointment of a chief executive officer to take control over those multiple schools. If the superintendent of public instruction appoints a chief executive officer to take control of multiple public schools under this subsection, the chief executive officer shall impose for those public schools implementation of 1 of the 4 school intervention models described in subsection (2) and impose an addendum to each applicable collective bargaining agreement in effect for those public schools as necessary to implement the school intervention model and that meets the requirements of subsection (8). With respect to those public schools, the chief executive officer has all of the same powers and duties that the state school reform/redesign officer has for public schools placed in the state school reform/redesign school district under subsection (6). The chief executive officer shall regularly submit monitoring reports to the state school reform/redesign officer on the implementation and results of the intervention model in the form and manner, and according to a schedule, as determined by the state school reform/redesign officer. The chief executive officer shall exercise any other powers or duties over the public schools as may be directed by the superintendent of public instruction.

(8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at each affected public school:

(a) That any contractual or other seniority system that would otherwise be applicable shall not apply at the public school. This subdivision does not allow unilateral changes in pay scales or benefits.

(b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at the public school. This subdivision does not allow unilateral changes in pay scales or benefits.

(c) That the state school reform/redesign officer shall direct the expenditure of all funds attributable to pupils at the public school and the principal or other school leader designated by the state school reform/redesign officer shall have full autonomy and control over curriculum and discretionary spending at the public school.

(9) The superintendent of public instruction shall hire a state school reform/redesign officer to carry out the functions under this section and as otherwise prescribed by law. The state school reform/redesign officer shall be chosen solely on the basis of his or her competence and experience in educational reform and redesign. The state school reform/redesign officer is exempt from civil service. The state school reform/redesign officer is responsible directly to the superintendent of public instruction to ensure that the purposes of this section are carried out, and accordingly the position of state school reform/redesign officer should be a position within the department that is exempt from the classified state civil service. The department shall request that the civil service commission establish the position of state school reform/redesign officer as a position that is exempt from the classified state civil service.

(10) If the state school reform/redesign officer imposes the restart model for a public school in the state school reform/redesign school district, or a chief executive officer under subsection (7) imposes the restart model for multiple public schools under that subsection, all of the following apply:

(a) The state school reform/redesign officer or chief executive officer shall enter into an agreement with an educational management organization to manage and operate the public school or schools. The state school reform/redesign officer or chief executive officer shall provide sufficient oversight to ensure that the public school or schools will be operated according to all of the requirements for a restart model.

(b) There shall be considered to be no collective bargaining agreement in effect that applies to employees working at the public school or schools under this model at the time of imposition of the model.

(11) If the state school reform/redesign officer imposes the turnaround model for a public school in the state school reform/redesign school district, or a chief executive officer under subsection (7) imposes the turnaround model for multiple public schools under that subsection, all of the following apply:

(a) A collective bargaining agreement that applies to employees working at the public school or schools under this model at the time of imposition of the model, and any successor collective bargaining agreement, continues to apply with respect to pay scales and benefits.

(b) Subject to any addendum to the collective bargaining agreement that applies to the public school or schools, an employee who is working at the public school or schools and who was previously employed in the same school district that previously operated that school shall continue to retain and accrue seniority rights in that school district according to the collective bargaining agreement that applies to employees of that school district.

(12) If more than 9 public schools operated by a school district are on the list under subsection (1), the transformation model may not be implemented for more than 50% of those schools.

(13) If the state school reform/redesign officer determines that a public school that is subject to the measures under subsection (6) or (7) has made significant improvement in pupil achievement and should be released from the measures that have been imposed under subsection (6) or (7), the state school reform/redesign officer may recommend this to the superintendent of public instruction. If the superintendent of public instruction agrees with the determination and recommendation, the superintendent of public instruction may release the public school from the measures that have been imposed under subsection (6) or (7).

(14) At least annually, the state school reform/redesign officer shall submit a report to the standing committees of the senate and house of representatives having jurisdiction over education legislation on the progress being made in improving pupil proficiency due to the measures under this section.

(15) As soon as practicable after the federal department of education has adopted the final work rules and formula for identifying the lowest achieving 5% of all public schools in this state for the purposes of the federal incentive grant program created under sections 14005 and 14006 of title XIV of the American recovery and reinvestment act of 2009, Public Law 111-5, known as the "race to the top" grant program, the department shall post all of the following on its website:

(a) The federal work rules and formula.

(b) A list of the public schools in this state that have been identified for these purposes as being among the lowest achieving 5% of all public schools in this state. The department shall update this list as it considers appropriate.

Sec. 1561. (1) Except as otherwise provided in this section, for a child who turned age 11 before December 1, 2009 or who entered grade 6 before 2009, the child's parent, guardian, or other person in this state having control and charge of the child shall send that child to a public school during the entire school year from the age of 6 to the child's sixteenth birthday. Except as otherwise provided in this section, for a child who turns age 11 on or after December 1, 2009 or a child who was age 11 before that date and enters grade 6 in 2009 or later, the child's parent, guardian, or other person in this state having control and charge of the child shall send the child to a public school during the entire school year from the age of 6 to the child's eighteenth birthday. The child's attendance shall be continuous and consecutive for the school year fixed by the school district in which the child is enrolled. In a school district that maintains school during the entire calendar year and in which the school year is divided into quarters, a child is not required to attend the public school more than 3 quarters in 1 calendar year, but a child shall not be absent for 2 or more consecutive quarters.

(2) A child becoming 6 years of age before December 1 shall be enrolled on the first school day of the school year in which the child's sixth birthday occurs, and a child becoming 6 years of age on or after December 1 shall be enrolled on the first school day of the school year following the school year in which the child's sixth birthday occurs.

(3) A child is not required to attend a public school in any of the following cases:

(a) The child is attending regularly and is being taught in a state approved nonpublic school, which teaches subjects comparable to those taught in the public schools to children of corresponding age and grade, as determined by the course of study for the public schools of the district within which the nonpublic school is located.

(b) The child is less than 9 years of age and does not reside within 2-1/2 miles by the nearest traveled road of a public school. If transportation is furnished for pupils in the school district of the child's residence, this subdivision does not apply.

(c) The child is age 12 or 13 and is in attendance at confirmation classes conducted for a period of 5 months or less.

(d) The child is regularly enrolled in a public school while in attendance at religious instruction classes for not more than 2 class hours per week, off public school property during public school hours, upon written request of the parent, guardian, or person in loco parentis under rules promulgated by the state board.

(e) The child has graduated from high school or has fulfilled all requirements for high school graduation.

(f) The child is being educated at the child's home by his or her parent or legal guardian in an organized educational program in the subject areas of reading, spelling, mathematics, science, history, civics, literature, writing, and English grammar.

(4) For a child being educated at the child's home by his or her parent or legal guardian, exemption from the requirement to attend public school may exist under either subsection (3)(a) or (3)(f), or both.

(5) For a child who turns age 11 on or after December 1, 2009 or who was age 11 before that date and enters grade 6 in 2009 or later, this section does not apply to the child if the child is at least age 16 and the child's parent or legal guardian has provided to school officials of the school district in which the child resides a written notice that the child has the permission of the parent or legal guardian to stop attending school.

Sec. 1596. (1) The board of a school district other than a primary school district may establish 1 or more ungraded schools for the instruction of certain pupils classified in subsection (2). The board may require the pupils to attend an ungraded school or a department of the school as the board directs.

(2) A child aged 7 to his or her sixteenth birthday, or his or her eighteenth birthday if the child turns age 11 on or after December 1, 2009 or is age 11 before that date and enters grade 6 in 2009 or later, who resides in the school district and who meets 1 or more of the following is considered a juvenile disorderly person and in the judgment of the proper school authorities may be assigned to the ungraded school or department:

(a) Except for a child described in section 1561(5), a child who is habitually truant from the school in which he or she is enrolled as a pupil.

(b) A child who, while attending school, is incorrigibly turbulent, disobedient, and insubordinate, or who is immoral in conduct.

(c) A child who is not attending school and who habitually frequents streets and other public places, having no lawful business, employment, or occupation.

Enacting section 1. This amendatory act does not take effect unless all of the following bills of the 95th Legislature are enacted into law:

(a) Senate Bill No. 926.

(b) Senate Bill No. 981.

(c) House Bill No. 4788.

(d) House Bill No. 5596.

This act is ordered to take immediate effect.

Richard J. Brown

Clerk of the House of Representatives

Carol Morey Viventi

Secretary of the Senate

Approved .....

.....

Governor

LOCAL GOVERNMENT FISCAL RESPONSIBILITY ACT (EXCERPT)
Act 72 of 1990

141.1238 Emergency financial manager; nominees; appointment, qualifications, and term; contract; compensation and expenses; staff and professional assistance.

Sec. 38. (1) If the superintendent of public instruction determines under section 35 or 36 that a school district has a financial emergency, the superintendent of public instruction, within 30 days after that determination, shall submit to the state board the names of nominees who shall be considered for appointment to serve as an emergency financial manager for the school district. From the list of nominees submitted to the state board, the state board shall submit to the governor the names of not more than 3 nominees who shall be considered for appointment to serve as an emergency financial manager for the school district. From the list of nominees submitted to the governor, the governor shall appoint, with the advice and consent of the senate, an emergency financial manager for the school district who shall hold office for a term fixed by the governor, but not to exceed 1 year. The appointment shall be by written contract and may be renewed on an annual basis for not more than 1 year.

(2) An emergency financial manager appointed under this article shall be chosen solely on the basis of his or her competence in fiscal matters and shall not have been either an elected or appointed official or employee of the school district for which he or she is appointed for not less than 5 years before the appointment. The emergency financial manager shall not be the superintendent of public instruction. The emergency financial manager need not be a resident of the school district for which he or she is appointed.

(3) Unless the legislature provides special funding, an emergency financial manager shall receive compensation and reimbursement for actual and necessary expenses from the school district as approved by the superintendent of public instruction. In addition to staff otherwise authorized by law, with the approval of the superintendent of public instruction, the emergency financial manager may appoint additional staff and secure professional assistance considered necessary to implement this article.

History: 1990, Act 72, Imd. Eff. May 15, 1990.

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THE REVISED SCHOOL CODE (EXCERPT)
Act 451 of 1976

380.502 Public school academy; organization; operation; bodies authorized to issue contract; application to obtain contract; contents; oversight; suspension of powers; fees; presumption of legality.

Sec. 502. (1) A public school academy shall be organized and administered under the direction of a board of directors in accordance with this part and with bylaws adopted by the board of directors. A public school academy corporation shall be organized under the nonprofit corporation act, 1982 PA 162, MCL 450.2101 to 450.3192, except that a public school academy corporation is not required to comply with sections 170 to 177 of 1931 PA 327, MCL 450.170 to 450.177. To the extent disqualified under the state or federal constitution, a public school academy shall not be organized by a church or other religious organization and shall not have any organizational or contractual affiliation with or constitute a church or other religious organization.

(2) Any of the following may act as an authorizing body to issue a contract to organize and operate 1 or more public school academies under this part:

(a) The board of a school district that operates grades K to 12. However, the board of a school district shall not issue a contract for a public school academy to operate outside the school district's boundaries, and a public school academy authorized by the board of a school district shall not operate outside that school district's boundaries.

(b) An intermediate school board. However, the board of an intermediate school district shall not issue a contract for a public school academy to operate outside the intermediate school district's boundaries, and a public school academy authorized by the board of an intermediate school district shall not operate outside that intermediate school district's boundaries.

(c) The board of a community college. However, except as otherwise provided in this subdivision, the board of a community college shall not issue a contract for a public school academy to operate in a school district organized as a school district of the first class, a public school academy authorized by the board of a community college shall not operate in a school district organized as a school district of the first class, the board of a community college shall not issue a contract for a public school academy to operate outside the boundaries of the community college district, and a public school academy authorized by the board of a community college shall not operate outside the boundaries of the community college district. The board of a community college also may issue a contract for not more than 1 public school academy to operate on the grounds of an active or closed federal military installation located outside the boundaries of the community college district, or may operate a public school academy itself on the grounds of such a federal military installation, if the federal military installation is not located within the boundaries of any community college district and the community college has previously offered courses on the grounds of the federal military installation for at least 10 years.

(d) The governing board of a state public university. However, the combined total number of contracts for public school academies issued by all state public universities shall not exceed 150. Further, the total number of contracts issued by any 1 state public university shall not exceed 50% of the maximum combined total number that may be issued under this subdivision.

(3) To obtain a contract to organize and operate 1 or more public school academies, 1 or more persons or an entity may apply to an authorizing body described in subsection (2). The application shall include at least all of the following:

(a) Identification of the applicant for the contract.

(b) Subject to the resolution adopted by the authorizing body under section 503(4), a list of the proposed members of the board of directors of the public school academy and a description of the qualifications and method for appointment or election of members of the board of directors.

(c) The proposed articles of incorporation, which shall include at least all of the following:

(*i*) The name of the proposed public school academy.

(*ii*) The purposes for the public school academy corporation. This language shall provide that the public school academy is incorporated pursuant to this part and that the public school academy corporation is a governmental entity.

(*iii*) The name of the authorizing body.

(*iv*) The proposed time when the articles of incorporation will be effective.

(*v*) Other matters considered expedient to be in the articles of incorporation.

(d) A copy of the proposed bylaws of the public school academy.

(e) Documentation meeting the application requirements of the authorizing body, including at least all of the following:

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(*i*) The governance structure of the public school academy.

(*ii*) A copy of the educational goals of the public school academy and the curricula to be offered and methods of pupil assessment to be used by the public school academy. To the extent applicable, the progress of the pupils in the public school academy shall be assessed using at least a Michigan education assessment program (MEAP) test or the Michigan merit examination, as applicable.

(*iii*) The admission policy and criteria to be maintained by the public school academy. The admission policy and criteria shall comply with section 504. This part of the application also shall include a description of how the applicant will provide to the general public adequate notice that a public school academy is being created and adequate information on the admission policy, criteria, and process.

(*iv*) The school calendar and school day schedule.

(*v*) The age or grade range of pupils to be enrolled.

(f) Descriptions of staff responsibilities and of the public school academy's governance structure.

(g) For an application to the board of a school district, an intermediate school board, or board of a community college, identification of the local and intermediate school districts in which the public school academy will be located.

(h) An agreement that the public school academy will comply with the provisions of this part and, subject to the provisions of this part, with all other state law applicable to public bodies and with federal law applicable to public bodies or school districts.

(i) For a public school academy authorized by a school district, an assurance that employees of the public school academy will be covered by the collective bargaining agreements that apply to other employees of the school district employed in similar classifications in schools that are not public school academies.

(j) A description of and address for the proposed physical plant in which the public school academy will be located.

(4) An authorizing body shall oversee, or shall contract with an intermediate school district, community college, or state public university to oversee, each public school academy operating under a contract issued by the authorizing body. The oversight shall be sufficient to ensure that the authorizing body can certify that the public school academy is in compliance with statute, rules, and the terms of the contract.

(5) If the superintendent of public instruction finds that an authorizing body is not engaging in appropriate continuing oversight of 1 or more public school academies operating under a contract issued by the authorizing body, the superintendent of public instruction may suspend the power of the authorizing body to issue new contracts to organize and operate public school academies. A contract issued by the authorizing body during the suspension is void. A contract issued by the authorizing body before the suspension is not affected by the suspension.

(6) An authorizing body shall not charge a fee, or require reimbursement of expenses, for considering an application for a contract, for issuing a contract, or for providing oversight of a contract for a public school academy in an amount that exceeds a combined total of 3% of the total state school aid received by the public school academy in the school year in which the fees or expenses are charged. An authorizing body may provide other services for a public school academy and charge a fee for those services, but shall not require such an arrangement as a condition to issuing the contract authorizing the public school academy.

(7) A public school academy shall be presumed to be legally organized if it has exercised the franchises and privileges of a public school academy for at least 2 years.

History: Add. 1993, Act 362, Imd. Eff. Jan. 14, 1994;—Am. 1994, Act 416, Eff. Mar. 30, 1995;—Am. 1995, Act 289, Eff. July 1, 1996;—Am. 2009, Act 205, Imd. Eff. Jan. 4, 2010.

Compiler's note: Former MCL 380.502, which pertained to public school academy, organization, and operation, was repealed by Act 362 of 1993, Imd. Eff. Jan. 14, 1994.

Popular name: Act 451

Popular name: Charter Schools

Popular name: Public School Academies

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DRAFT Lists of 5% and 10% Lowest Performing Elementary, Middle, and High Schools
Michigan Department of Education
12/02/2009

Based on MEAP, MI-Access, and MME

In compliance with the current definitions specified by Race to the Top (RTTT) application materials, the Michigan Department of Education has created draft lists of the lowest 5% and lowest 10% performing schools in the State of Michigan. These lists should be considered PRELIMINARY, as the final RTTT regulations or guidance may change significantly, the business rules documented below may be modified to better measure the lowest performing districts, and the business rules will be implemented in a defined system rather than as ad hoc analyses.

In addition, because the MME is quite different than the MEAP in that there are no adjacent grade tests for measuring student improvement. For high schools the improvement is measured at the whole-school level rather than at the individual student level.

Business Rules

The following business rules were used to create the list of lowest performing 5% of high schools:

1. Non-public schools were excluded.
2. Schools with student counts less than 30 tested were excluded.
3. Alternative high schools were excluded.*
4. Special education centers were excluded.*
5. Only students in grade 11 were included.
6. Schools were included in the high school list if they had any 11th grade students with MME or MI-Access reading or math test scores
7. Students with a valid math and reading score in the MME and MI-Access assessments were included.
8. A student with a performance level of 1 or 2 is considered proficient.
9. The percent of students proficient in a school is determined by taking the total number of proficient students and dividing by the total number of students tested.
10. Proficiency rates were based only on the most recent year.
11. Improvement rates were calculated using a simple regression of proficiency rates over the most recent three years.
12. Improvement rates were classified as statistically significant or not based on traditional regression methods.
13. A proficiency plus improvement rate was calculated by adding together proficiency rates plus any positive, statistically significant improvement rate.
14. The final list of the lowest performing 5% of high schools is broken down by the following

a. Up to 2.5% is determined by taking the schools with the lowest graduation rates for the last three years running at most 60% or lower.
b. The remainder of the 5% was filled out by starting at 0% proficiency + improvement, and raising that bar until enough schools are beneath the bar in both reading and mathematics to have 5% of schools show up on the list.

*The test scores for students in these schools are returned to the sending school for adequate yearly progress purposes.

The following business rules were used to create the list of lowest performing 5% of elementary and middle schools:

1. Non-public schools were excluded.
2. Schools with student counts less than 30 tested were excluded.
3. Alternative schools were excluded.*
4. Special education centers were excluded.*
5. Only students in grade 3 - 8 were included.
6. Schools were included in the elementary/middle school list if they had any students in grades 3-8 who had a MEAP or MI-Access reading or mathematics score
7. Students with a valid math and reading score in the MEAP and MI-Access assessments were included.
8. A student with a performance level of 1 or 2 is considered proficient.
9. The percent of students proficient or improving in a school is determined by taking the total number of students who are proficient or who showed an *improvement* or *significant improvement* over the previous year a Attachment E2-1 the total number of students tested.
10. All student scores across all grades were combined to create proficient or improving rates
11. Proficient or improving rates were based only on the most recent year.
12. The final list of the lowest performing 5% of elementary and middles schools was identified by starting at a proficient or improving rate of 0% and raising the bar until 5% of the eligible schools were below the bar in both reading and mathematics.

* The test scores for students in these schools are returned to the sending school for adequate yearly progress purposes.

Reading the Lists

In addition to the lowest 5% lists, the next lowest 5% of high schools and elementary and middle schools were also identified. This is because if there are changes in the parameters for calculating the lowest 5% and if there are important changes to the business rules identified, it is highly unlikely that there would be any school that appears on the final 5% lists that does not appear on either these DRAFT lowest 5% lists or next lowest 5% lists.

The DRAFT lowest 5% and next lowest 5% lists are provided below. For assistance in understanding why individual schools showed up on the lists, the lists include more than just the names of the schools.

The DRAFT lowest 5% and next lowest 5% lists of high schools include the Spring 2009 Proficiency + Improvement Rates for both Reading and Mathematics. They also include an indicator (Y/N) of whether the school had a graduation rate less than 60% for at least three years, an indicator of Title I status (Yes/No), and an indicator of the number of years a schools has not made AYP. Note that there are only four high schools that appear on the list because of graduation rates less than 60% for three years running.

The DRAFT lowest 5% and next lowest 5% lists for elementary and middle schools include the Fall 2008 Proficiency + Improvement Rates for both Reading and Mathematics.

Note that the Proficiency + Improvement Rates for elementary and middle schools identified as in the lowest 5 (or 10) percent tend to be much higher than for high school. This is because of two reasons: (1) we can follow the improvement of individual students on the grade 3-8 MEAP and MI-Access tests, whereas we cannot do the same with the grade 11 MME and MI-Access tests; and (2) the performance expectations (or cut scores) in high school tend to be more rigorous than in elementary and middle school. This does not necessarily mean that high schools are not performing as well as elementary and middle schools. The business rules here allow the State to focus on both elementary and middle schools (the pipeline) as well as high schools (the final output) even though the testing systems are quite different in the pipeline than in the final output.

The lists are not sorted in alphabetical order, but are sorted instead with the lowest achieving schools showing up first in the lists.

DRAFT lowest 5% performing high schools (some schools could fall out of this list based on final regulations)

DISTRICT	SCHOOL	Spring 2009 Math Proficiency + Improvement Rate	Spring 2009 Reading Proficiency + Improvement Rate	Graduation Rate less than 60% for three years	Title I Status	H.P. Phase
Muskegon Heights School District	Muskegon Heights High School	2	10	N	Yes	6
Cherry Hill School of Performing Arts	Cherry Hill School of Performing Arts	1	14	N	Yes	0
Flint City School District	Northwestern High School	4	14	N	Yes	1
East China School District	Riverview East High School	0	19	N	No	3
Detroit City School District	Finney High School	6	19	N	Yes	6
Academy of Inkster	Academy of Inkster	7	19	N	Yes	2
Detroit City School District	Denby High School	3	20	N	Yes	6
Saginaw City School District	Saginaw High School	4	20	N	Yes	3
Academy for Business and Technology	Academy for Business and Technology High School	12	20	N	Yes	4
Benton Harbor Area Schools	Benton Harbor High School	17	20	N	No	6
Conner Creek Academy East	Conner Creek Academy East-MI Collegiate High	11	21	N	No	2
Michigan Technical Academy	Michigan Technical Academy High School	7	22	N	Yes	5
Academy of Oak Park	Academy of Oak Park - High School	3	23	N	Yes	6
Buena Vista School District	Buena Vista High School	6	23	N	Yes	5
Detroit City School District	Cooley High School	9	23	N	Yes	6
Detroit City School District	Kettering High School	10	24.5	N	Yes	6
Pontiac City School District	Pontiac High School	6	25	N	Yes	6
Detroit City School District	Pershing High School	10	25	N	Yes	6
Detroit City School District	Mumford High School	11.5	25	N	Yes	6
Detroit City School District	Cody College Preparatory Upper School of Teaching and Learning	13.5	25	N	Yes	6
Detroit City School District	Northwestern High School	5	26	N	Yes	1
Detroit City School District	Southeastern High School	7	26	N	Yes	6
Westwood Community Schools	Robichaud Senior High School	18	26	N	Yes	5
Detroit City School	Southwestern High School	9	24	Y	Yes	6

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District						
Detroit City School District	Chadsey High School	13	29	Y	Yes	6
Lapeer Community Schools	Lapeer Community High School	17	34	Y	No	5
Detroit City School District	Kettering West Wing	98	98	Y	Yes	3

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DRAFT Next lowest 5% performing high schools (some of these schools could show up in the previous list based on final regulations)

DISTRICT	SCHOOL	Spring 2009 Math Proficiency + Improvement Rate	Spring 2009 Reading Proficiency + Improvement Rate	Graduation Rate less than 60% for three years	Title I Status	H.P. Phase
River Rouge School District	River Rouge Middle College High School Academy	17	27	N	Yes	6
Pontiac City School District	Pontiac Central High School	18	27	N	Yes	6
Detroit City School District	Crockett High School	5	28	N	Yes	5
Highland Park City Schools	Highland Park Community H.S.	8	28	N	Yes	6
Eaton Academy	Eaton Academy	24	28	N	Yes	0
Detroit City School District	Osborn Upper School of Global Communications and Culture	7	28.5	N	Yes	6
Flint City School District	Central High School	15	30	N	No	0
Westwood Heights Schools	Hamady Community High School	16	31	N	Yes	2
Hamtramck Public Schools	Hamtramck High School	25	32	N	No	5
Voyageur Academy	Voyageur Consortium High School	9	33	N	Yes	0
Beecher Community School District	Beecher High School	18	33	N	Yes	6
Litchfield Community Schools	Litchfield High School	27	33	N	Yes	0
Detroit City School District	Central High School	13.5	34	N	No	0
Willow Run Community Schools	Willow Run High School	18	34	N	Yes	6
Mt. Clemens Community School District	Mount Clemens High School	27	34	N	No	4
Oak Park City School District	Oak Park High School	14	35	N	No	2
Flint City School District	Northern High School	23.5	35	N	No	0
Fitzgerald Public Schools	Fitzgerald Senior High School	17	36	N	No	5
Detroit City School District	Western International High School	16.5	36.5	N	Yes	6
Clintondale Community Schools	Clintondale High School	26	37	N	No	2
Grand Rapids Public Schools	Ottawa Hills High School	19	38	N	Yes	5
New Haven Community Schools	New Haven High School	28	38	N	No	4
Old Redford Academy	Old Redford Academy - High	9.5	39	N	Yes	1
Weston Preparatory Academy	Weston Preparatory Academy	18	39	N	Yes	2
Taylor School District	Truman High School	22	39	N	Yes	5
Grand Rapids Public	Union High School	26	39	N	No	0

Schools						
Kingston Community School District	Kingston High School	36	40	N	Yes	0
Bellevue Community Schools	Bellevue Jr/Sr High School	37	40	N	Yes	0

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DRAFT lowest 5% performing elementary and middle schools (some schools could fall out of this list based on final regulations)

District	School	Fall 2008 Mathematics Percent Proficient + Improving	Fall 2008 Reading Percent Proficient + Improving	Title I Status	H.P. Phase
Detroit City School District	Joyce Elementary School	40	50	Yes	0
Beecher Community School District	Beecher Middle School Academy	43	52	Yes	0
Grand Rapids Public Schools	Lincoln School	44	59	No	3
Flint City School District	Northwestern Foundation Academy	45	50	Yes	7
Flint City School District	Northern Foundation Academy	49	56	Yes	6
Detroit City School District	Beckham, William Academy	49	52	Yes	7
Academy of Oak Park	Academy of Oak Park - Middle School	51	60	Yes	0
Macomb ISD	Glen H. Peters School	52	60	No	0
Detroit City School District	Owen Academy	52	57	Yes	0
Detroit City School District	Fitzgerald Elementary School	52	57	Yes	1
Detroit City School District	Holmes, A.L. Elementary School	52	54	Yes	1
Buena Vista School District	Ricker Middle School	53	61	Yes	0
Detroit City School District	Phoenix Elementary	53	57	Yes	1
Detroit City School District	Brewer Elementary School	53	50	Yes	0
Detroit City School District	Erma Henderson Upper School	54	61	Yes	2
Tri-Valley Academy of Arts and Academics	Tri-Valley Academy of Arts and Academics	54	60	Yes	1
Pontiac City School District	Lincoln Middle School	54	60	No	0
Detroit City School District	Fleming Elementary School	54	56	Yes	1
Ross Hill Academy	Ross/Hill Academy-Elementary	54	53	Yes	1
Detroit City School District	Stephens Elementary School	54	48	Yes	1
Aisha Shule/WEB Dubois Prep. Academy School	Aisha Shule/WEB Dubois Prep. Academy School	55	64	Yes	3
Flint City School District	Central Foundation Academy	55	64	Yes	7
Detroit City School District	Murphy Elementary-Middle School	55	63	Yes	2
Genesee ISD	Marion D. Crouse Instr. Center	55	61	No	0
Benton Harbor Area Schools	Morton Elementary School	55	59	Yes	0
Detroit City School District	McNair Middle School	55	57	Yes	1
Kalamazoo Public School District	Northglade Montessori School	56	65	Yes	0
Jackson Arts and Technology PSA	Jackson Arts and Technology PSA	56	63	Yes	0
Detroit City School District	Duffield Elementary School	56	61	Yes	1
Saginaw City School District	Webber K-8	56	61	Yes	2
Kalamazoo Public School District	Lincoln International Studies School	56	58	Yes	0

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Macomb ISD	Maple Lane School	56	55	No	0
Detroit City School District	Fisher Magnet Upper Academy	57	66	Yes	3
Pontiac City School District	Crofoot School	57	58	Yes	0
Flint City School District	Southwestern Academy Foundation Annex	58	65	Yes	7
Detroit City School District	Burns Elementary School	58	64	Yes	0
Dr. Charles Drew Academy	Dr. Charles Drew Academy	58	64	Yes	0
Mildred C. Wells Preparatory Academy	Mildred C. Wells Preparatory Academy	58	63	Yes	0
Detroit City School District	Law Elementary School	58	63	Yes	1
Detroit City School District	Edmonson Elementary School	58	62	No	0
Southgate Community School District	Beacon Day Treatment Center	58	61	No	3
Benton Harbor Area Schools	McCord Elementary School	58	61	Yes	0
Grand Rapids Public Schools	Gerald R. Ford Middle School	58	58	Yes	1
Detroit City School District	Scott, Brenda Middle School	58	55	Yes	4
Academy of Oak Park	Academy of Oak Park - Elementary School	59	66	Yes	0
Flint City School District	Gundry School	59	63	No	0
Detroit City School District	Carleton Elementary School	59	63	Yes	1
Benton Harbor Area Schools	Calvin Britain Elementary School	59	63	Yes	0
Detroit City School District	Cerveny Middle School	59	62	Yes	0
Detroit City School District	Jamieson Elementary School	59	62	Yes	1
Business Entrepreneurship, Science, Tech. Academy	Business Entrepreneurship, Science, Tech. Academy	59	61	Yes	0
Detroit City School District	Sherrill Elementary School	59	61	Yes	0
Detroit City School District	Mark Twain Elementary School	59	55	Yes	0
Detroit City School District	Durfee Elementary School	60	66	Yes	0
Detroit Community Schools	Detroit Community Schools-Elementary	60	65	Yes	0
Detroit City School District	Crary Elementary School	60	63	Yes	0
Pontiac City School District	Jefferson Middle School	60	62	No	0
Saginaw City School District	Ruben Daniels Middle School	60	62	Yes	1
Kalamazoo Public School District	Edison Environmental Science Academy	60	60	Yes	0
Detroit City School District	Glazer Elementary School	60	59	Yes	1
Detroit City School District	Columbus Middle School	60	56	Yes	7
Ecorse Public School District	Ralph J. Bunche Academy	60	56	Yes	0
Detroit City School District	Barbour Magnet Middle School	60	54	Yes	9
Joy Preparatory Academy	Joy Preparatory Academy	61	67	Yes	0
Detroit City School District	Butzel Elementary/Middle School	61	65	Yes	1
Highland Park City Schools	Barber Focus Sch of Math Sci Tec	61	64	Yes	0
Kalamazoo Public School	Washington Writers' Academy	61	64	Yes	0

District					
Benton Harbor Area Schools	Fair Plain West Elementary School	61	63	Yes	0
Academy of Warren	Academy of Warren	61	62	Yes	0
Detroit City School District	Parker Elementary School	61	62	Yes	2
Detroit City School District	Hutchins Middle School	61	61	???	???
Detroit City School District	Hutchins Elementary School	61	61	Yes	0
Detroit City School District	Loving Elementary School	61	61	Yes	0
Detroit City School District	Campbell Elementary School	61	56	Yes	0
Northpointe Academy	Northpointe Academy	61	52	Yes	0
Detroit City School District	Coffey Elementary/Middle School	62	67	Yes	1
Saginaw City School District	Jessie Loomis School	62	67	Yes	0
Detroit City School District	Oakman Elementary / Orthopedic School	62	67	Yes	0
Detroit City School District	Lessenger Elementary-Middle School	62	66	Yes	1
River Rouge School District	Ann Visger K-5 Preparatory Academy	62	65	Yes	1
Benton Harbor Area Schools	Hull Middle School	62	64	Yes	0
Pontiac City School District	Emerson School	62	64	Yes	0
Redford Union School District	Elem. Day Treatment	62	61	No	1
Detroit City School District	Stewart Elementary School	62	61	Yes	0
Detroit City School District	Guyton Elementary School	62	55	Yes	0
Flint City School District	Dort School	62	54	Yes	0
Grand Rapids Public Schools	Alger Middle School	63	66	Yes	1
Detroit City School District	Burt Elementary School	63	66	Yes	2
Detroit City School District	Vetal Elementary School	63	66	Yes	8
Detroit City School District	Farwell Middle School	63	65	Yes	1
New City Academy	New City Academy	63	65	Yes	1
Marion Public Schools	Marion High School	63	65	No	0
Capital Area Academy	Capital Area Academy	63	62	Yes	0
Flint City School District	Brownell School	63	53	Yes	0
Detroit City School District	Field, Moses	64	67	Yes	0
Detroit City School District	McFarlane Elementary School	64	66	Yes	1
Saginaw City School District	Longfellow School	64	66	Yes	0
Kalamazoo Public School District	Milwood Middle School	64	65	No	2
Detroit City School District	Nolan Elementary School	64	62	Yes	1
Lansing Public School District	C.W. Otto Middle School	64	62	Yes	0
Cassopolis Public Schools	Ross Beatty High School	64	59	No	0
Muskegon Heights School District	Ellen G. Loftis School	64	54	Yes	0
Detroit City School District	Marshall, John Elementary School	64	52	Yes	1

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Detroit City School District	Van Zile Elementary School	65	67	Yes	0
Muskegon Heights School District	Edgewood Elementary School	65	65	Yes	0
Riverside Academy	Riverside Academy - West Campus	65	65	Yes	0
Oak Park City School District	Key Elementary School	65	65	Yes	0
Flagship Charter Academy	Flagship Charter Academy	65	64	Yes	0
Detroit City School District	Westside Multicultural Academy	65	64	Yes	0
Arts and Technology Academy of Pontiac	Arts and Technology Academy of Pontiac	65	64	Yes	0
Detroit City School District	Noble Elementary School	65	63	Yes	0
Detroit City School District	Holmes, O.W. Elementary School	65	60	Yes	0
Detroit City School District	Hutchinson Elementary School	65	59	Yes	1
Taylor School District	Myers Elementary School	65	58	No	0
Three Oaks Public School Academy	Three Oaks Public School Academy	66	67	Yes	0
Detroit City School District	Greenfield Union Elementary School	66	66	Yes	0
Ecorse Public School District	GrandPort Elementary Academy	66	65	Yes	0
Flint City School District	Williams School	66	64	Yes	0
Beecher Community School District	Dailey Elementary School	66	62	Yes	0
Detroit City School District	Neinas Elementary School	66	62	Yes	0
Timbuktu Academy of Science and Technology	Timbuktu Academy of Science and Technology	66	58	Yes	0
Grand Rapids Public Schools	Westwood Middle School	66	56	Yes	2
Flint City School District	Garfield School	66	50	Yes	0
Saginaw ISD	M.G. Millet Learning Center	67	67	No	0
Chandler Park Academy	Chandler Park Academy - Elementary	67	67	Yes	0
Cherry Hill School of Performing Arts	Cherry Hill School of Performing Arts	67	66	Yes	0
Detroit City School District	Harding Elementary School	67	66	Yes	10
Pontiac City School District	Whitman Elementary School	67	65	Yes	0
Detroit City School District	Birney Elementary School	67	63	Yes	1
Pontiac City School District	Owen Elementary School	67	63	Yes	0
Buena Vista School District	Brunkow Elementary School	67	62	Yes	0
Detroit City School District	Emerson Elementary School	67	61	Yes	7

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DRAFT next lowest 5% performing elementary and middle schools (some of these schools could show up in the previous list based on final regulations)

District	School	Fall 2008 Mathematics Percent Proficient + Improving	Fall 2008 Reading Percent Proficient + Improving	Title I Status	H.P. Phase
Muskegon Heights School District	Theodore Roosevelt School	53	68	Yes	0
Detroit City School District	Taft Middle School	53	68	Yes	1
Detroit City School District	Winterhalter Elementary School	55	69	Yes	1
Colin Powell Academy	Colin Powell Academy	56	68	Yes	0
Morrice Area Schools	Morrice Area High School	59	70	No	0
Detroit City School District	Blackwell Institute	59	68	Yes	0
Grand Rapids Public Schools	Mulick Elementary	59	68	Yes	0
Chandler Park Academy	Chandler Park Academy - Middle School	60	71	Yes	0
Detroit City School District	Barbara Jordan Elementary	60	70	Yes	6
Detroit City School District	Marquette Elementary School	60	68	Yes	0
Academy of Detroit-West	Academy of Detroit-West	62	72	Yes	0
Detroit City School District	Houghten Elementary School	63	72	Yes	1
Detroit City School District	Robinson Middle School	63	70	Yes	1
David Ellis Academy	David Ellis Academy	64	71	Yes	0
Detroit City School District	McKenny Elementary School	64	70	Yes	1
Lansing Public School District	Wainwright School	64	69	Yes	0
Oak Park City School District	Roosevelt Middle School	64	69	Yes	0
Discovery Arts and Technology PSA	Discovery Arts and Technology PSA	64	68	Yes	0
Detroit City School District	Dossin Elementary School	65	71	Yes	0
Detroit City School District	Richard Elementary School	65	69	No	0
Pierre Toussaint Academy	Pierre Toussaint Academy	65	68	Yes	0
Detroit City School District	Bethune Academy	65	68	Yes	1
Albion Public Schools	Washington Gardner Middle School	66	72	Yes	0
Kaleva Norman Dickson School District	Brethren Middle School	66	72	Yes	0
Detroit City School District	Mason Elementary School	66	70	Yes	1
Pontiac Academy for Excellence	Pontiac Academy for Excellence - High School	66	69	Yes	3
Detroit City School District	Rutherford Elementary School	66	69	Yes	1
Lansing Public School District	Gardner Middle School	66	68	Yes	0
Saginaw City School District	Thompson Middle School	67	72	Yes	2

Battle Creek Public Schools	W.K. Kellogg Middle School	67	71	Yes	0
Detroit City School District	Howe Elementary School	67	71	Yes	0
Waverly Community Schools	Waverly Middle School	67	71	No	0
Wayne-Westland Community School District	Jefferson-Barns Elem. School	67	69	Yes	0
Detroit City School District	Thirkell Elementary School	67	68	Yes	1
Detroit City School District	Carstens Elementary School	67	68	Yes	0
Mio-AuSable Schools	Mio-AuSable High School	68	72	Yes	0
Taylor School District	Robert J. West Middle School	68	71	Yes	0
Grand Rapids Public Schools	Riverside Middle School	68	69	Yes	0
School District of Ypsilanti	East Middle School	68	69	No	0
Grand Rapids Public Schools	Sibley School	68	68	Yes	0
Detroit City School District	Jemison School of Choice	68	68	Yes	1
Muskegon City School District	Bunker Middle School	68	67	Yes	0
River Rouge School District	Clarence B. Sabbath School	68	67	Yes	0
Lansing Public School District	Pattengill Middle School	68	67	Yes	0
West Village Academy	West Village Academy	68	67	Yes	0
Detroit City School District	Gardner Elementary School	68	67	Yes	0
Grand Rapids Public Schools	Alexander School	68	66	Yes	0
Detroit City School District	Hamilton Elementary School	68	65	No	0
Willow Run Community Schools	Kaiser Elementary School	68	64	Yes	0
Detroit City School District	Wilkins Elementary School	68	63	Yes	0
Sunrise Education Center	Sunrise Education Center	68	62	Yes	0
Detroit City School District	Sampson Academy	68	62	Yes	0
Detroit City School District	Earhart Middle School	69	72	Yes	4
Detroit City School District	MacDowell Elementary School	69	72	Yes	0
Grand Rapids Public Schools	Cesar E. Chavez Elementary	69	69	Yes	0
Grand Rapids Public Schools	Kent Hills School	69	67	Yes	0
Lansing Public School District	Riddle Elementary	69	67	Yes	0
Pontiac City School District	Herrington School	69	67	Yes	0
Detroit City School District	Maybury Elementary School	69	67	Yes	0
Allen Academy	Allen Academy	69	66	Yes	0
Muskegon City School District	Steele Middle School	69	65	Yes	0
Detroit City School District	White Elementary School	69	65	Yes	2
Detroit City School District	Fisher Magnet Lower Academy	69	65	Yes	1
Detroit City School District	Munger Elementary School	69	64	Yes	1

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Muskegon Heights School District	M.L. King Jr. Elementary School	69	60	Yes	0
Muskegon Heights School District	Muskegon Heights Middle School	69	57	Yes	0
Academy of Westland	Academy of Westland	70	72	Yes	0
Detroit City School District	Bunche Elementary School	70	71	Yes	0
Detroit City School District	Pulaski Elementary School	70	70	Yes	1
Kalamazoo Public School District	Woods Lake Elementary:A Magnet Center For The Arts	70	70	Yes	0
Litchfield Community Schools	Litchfield Elementary School	70	70	Yes	0
Grand Rapids Public Schools	North Park Elementary	70	70	Yes	0
Crescent Academy	Crescent Academy	70	67	Yes	0
Grand Rapids Public Schools	SouthEast Academic Center	70	67	Yes	0
Battle Creek Public Schools	Franklin School	70	66	Yes	0
Flint City School District	Washington School	70	65	Yes	0
Flint City School District	Summerfield School	70	63	Yes	0
Northridge Academy	Northridge Academy	70	58	Yes	0
Detroit City School District	Boynton Elementary-Middle School	71	71	Yes	2
Carrollton School District	Carrollton Middle School	71	71	Yes	0
Ben Ross Public School Academy	Ben Ross Public School Academy	71	71	Yes	0
Flint City School District	Anderson School	71	70	Yes	0
Francis Reh PSA	Francis Reh PSA	71	70	Yes	0
Pontiac City School District	Pontiac Middle School	71	69	Yes	0
School District of Ypsilanti	Olive M. Adams Elementary School	71	69	Yes	1
Battle Creek Public Schools	Dudley School	71	69	Yes	0
Grand Rapids Public Schools	Brookside School	71	69	Yes	0
Grand Rapids Public Schools	Congress Elementary	71	69	Yes	0
Saginaw City School District	Webber Elementary School	71	67	No	0
Saginaw City School District	Jerome School	71	67	Yes	0
Victory Academy Charter School	Victory Academy Charter School	71	67	Yes	0
Grand Rapids Public Schools	Burton Middle School	71	65	Yes	0
Kalamazoo Public School District	Woodward School for Technology and Research	71	65	Yes	0
Saginaw City School District	C.C. Coulter Elementary School	71	65	Yes	0
The Dearborn Academy	The Dearborn Academy	71	64	Yes	0
Flint City School District	Merrill School	71	57	Yes	0
Michigan Technical Academy	Michigan Technical Academy Elementary	72	72	Yes	0

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Detroit City School District	Robeson Academy	72	72	Yes	0
Saginaw City School District	Stone School	72	72	Yes	0
Kalamazoo Public School District	Milwood Elementary School	72	71	Yes	0
Mt. Clemens Community School District	Mount Clemens Junior High School	72	70	Yes	0
Willow Run Community Schools	Willow Run Middle School	72	70	Yes	0
Conner Creek Academy	Conner Creek Academy	72	70	Yes	0
Deckerville Community School District	Deckerville Community High School	72	70	No	0
Grand Rapids Public Schools	Campau Park School	72	69	Yes	0
Grand Rapids Public Schools	Stocking School	72	69	Yes	0
Saginaw City School District	Heavenrich School	72	67	Yes	0
Grand Rapids Public Schools	Dickinson School	72	67	Yes	0
Flint City School District	Wilkins School	72	66	Yes	0
Benton Harbor Area Schools	Fair Plain Renaissance MIddle School	72	66	Yes	0
Great Lakes Academy	Great Lakes Academy	72	65	Yes	0
Woodward Academy	Woodward Academy	72	65	Yes	0
Flint City School District	Freeman School	72	63	Yes	0
Grand Rapids Public Schools	Eastern Elementary	72	62	No	2
Detroit City School District	Trix Elementary School	72	57	Yes	3

Attachment F1

Section F(2) contains many references to Michigan state statute. The following website can be used to view all sections of legislation:
http://www.legislature.mi.gov/(S(nkcloa45xpibjzyrf5i42c55))/mileg.aspx?page=home

The following citations pertain to charter school law in Michigan.

Public Act 205 of 2009

MCL 380.502

MCL 380.503

MCL 380.504

MCL 380.505

MCL 380.506

MCL 380.507

MCL 388.1601

MCL 388.1603

MCL 388.1620

MCL 388.1631a

MCL 388.1651a

Attachment G

Budget Summary Narrative

Budget Structure and Project Overviews

MDE has developed this comprehensive budget for the Race to the Top application, designed to both support and incent local districts in implementing the outlined reforms. In addition, this budget leverages other funding sources to ensure commitment and sustainability for each initiative.

The following is included in this narrative: a listing of each project along with the percentage of the total budget it represents, the rationale for its organization and management, and specific connections to other funding sources.

(1) Integrated Reform Office

The Race to the Top Office of Integrated Reform will serve as a Program Management Office and will tie together these unprecedented reforms and ensure that the state's efforts are coherent, unduplicated, and comprehensive. This office will be the catalyst for collaboration and integration within MDE as well as between MDE and other agencies and organizations at the state and national levels.

The new office will be overseen by a director and staffed with 13 additional new positions. Portions of positions from other departments are also included here to ensure that there is dedicated time for coordination and integration of activities. The office will include a total of 31.5 full-time employees (FTEs) and represents 5 percent of the total budget. The new office will serve as the overarching Race to the Top Program Management Office responsible for coordinating the oversight, management, implementation, and monitoring of all initiatives and projects described in the state's Race to the Top application (which includes 14 project ReImagine demonstration sites selected to exemplify education reform focused on improved outcomes for all Michigan students) and the State Fiscal Stabilization Fund Phase 2 application. It also will be responsible for coordination of all professional development activities.

The function of this office is complementary to the tasks of the new deputy superintendent/state school reform/redesign officer (SSRRO) required by Michigan's recent education reform legislation and funded with State dollars. The SSRRO is charged with overseeing the turnaround and redesign of the lowest achieving schools in the State. This individual will serve as the superintendent of the State School Reform/Redesign District, a

collection of the lowest performing 5 percent of schools throughout the state. In contrast, the Race to the Top Integrated Reform Office is charged with ensuring that implementation and monitoring of all projects and activities outlined in the state plan are successfully executed.

The budget (see Budget Part II: A(2) Integrated Reform Support Budget) for this new office reflects Michigan's commitment to these initiatives by building agency capacity proportional to the magnitude of reform for integration, program/project management, evaluation, transparency, and accountability. In addition, staff responsible for financial management and communications will be employed to augment the functionality of this office. These staff will be hired through the use of indirect funds following the current practice for both the Office of Financial Management and Office of Communications.

As a means for providing additional accountability for the use of grant funds, personnel and technology support for the current Office of Grants Coordination and School Support are included in this budget. New staff will strengthen MDE's ability to review and monitor funds dispersed to LEAs. Enhancements to the already-established and highly effective Michigan Electronic Grants System (MEGS) will allow for efficient LEA application for grant support, tracking of fund use, and reporting of Race to the Top activities. This budget acknowledges the importance of sustainability in terms of new staff. Michigan is committed to seeking new sources of funding where necessary to continue our progress on the reform efforts after funds from ARRA are no longer available.

(2) Implementing Internationally Benchmarked Standards

The standards work will be overseen by the manager for the unit who will devote approximately 30 percent of her time to planning, directing, and overseeing project activities as well as monitoring the project budget and preparing project reports for submission to the federal government. A total of five to six FTE will be engaged in the direct project work as indicated in the project budget narrative detailed charts. The Curriculum and Instruction Unit in the Office of Education Improvement and Innovation is proposing to complete the standards project activities in four years.

The products include the following:

- Documents that describe the adopted common core standards for mathematics and English language arts

- Clarification and/or alignment documents consistent with the common core standards
- A Responsive Instructional Support System (RISS) that includes the following:
  - A Curriculum Framework for all core academic content areas consistent with the Michigan Merit Curriculum designed to prepare all students for college or careers
  - A Teaching and Learning Framework (TLF) aligned with the common core standards and the curriculum framework. The TLF will provide Web-based instructional guidance and tools to assist teachers and leaders in individualizing professional learning and instructional support.
  - A Web-based repository of high-quality professional development programs and resources that are evidence-based, align to the National Staff Development Council standards for best practices in adult learning, and promote effective teaching in a standards-based curriculum
  - Instructional surveys and units aligned to the Curriculum Framework for instructional guidance, self-reflections, and professional development

By the end of the fourth year, the state will have developed 55 teacher leaders to provide instructional support to teachers across the state and build capacity in school buildings for ongoing instructional improvement. Specific subcontracts to Math/Science Centers and Regional Literacy Centers will support the development of robust model instructional units, formative and interim assessments, and associated professional development.

Some of the cost for this will be funded through supplemental funds of participating local education agencies (LEAs) they receive for implementing the four reform areas. In addition, $12 million is set aside over the four years for participating intermediate school districts (ISDs) and LEAs to engage in the development and implementation of instructional materials and professional development through the 33 Math/Science Centers specifically emphasizing mathematics improvement in Grades K–12.

Involved LEAs will be expected to use local funds to attend professional development events. State resources provided to the 33 Math/Science Centers will be used to develop comparable instructional units and interim assessments for other STEM content areas. Title I resources will continue to support the development of instructional coaches in high-need schools.

Attachment G

Michigan has been allotted approximately $5,000,000 for the Math Science Program (MSP) competitive grant program for 2009–10. MSP is intended to increase the academic achievement of students in mathematics and science by enhancing the content knowledge and teaching skills of classroom teachers. Partnerships between high-need school districts and the science, technology, engineering, and mathematics (STEM) faculty in institutions of higher education are at the core of these improvement efforts. In Michigan, it is required that the partnership also include at least one of Michigan's Mathematics/Science Centers per Sec. 99 of the School Aid Act. Other partners may include public charter schools or other public schools, colleges of teacher education, community colleges, businesses, and nonprofit or for-profit organizations concerned with mathematics and science education.

(3) Balanced Assessments

Nine staff will be hired to carry out the activities under this project. As such, OEAA management will devote 30 percent of their time to ensuring these reform efforts are executed properly. The new staff will be responsible for item development in the state-tested subjects, psychometric work to ensure the technical adequacy of the new assessments, accountability analysts to verify the application of the new formative and benchmark assessments to measures of educator effectiveness, and support with information technology and composition.

The Office of Educational Assessment & Accountability (OEAA) proposes to complete the assessment activities in four years. The State will, in conjunction with the assessment consortia that Michigan has joined, develop RFPs for the following tasks:

- Item and test development for interim benchmark assessment and formative assessment materials for state-tested subjects.
- Development and implementation of an online test delivery system for interim benchmark assessments for state-tested subjects.
- Production of accommodated and translated materials for interim benchmark and formative assessment for state-tested subjects.
- Psychometrics and research on scaling, equating, growth model validation, comparability studies, consequential validity studies, standard setting, and so on for state-tested subjects.
- Complete OEAA secure site redesign to support individual student data access and connection of assessment data to teachers on state-tested subjects.

- Maintenance contracts with Department of Information Technology and/or external vendors to enhance data collection and reporting capacity to support reform efforts.
- Creation of repositories of prototype materials and modeling of classroom instruction/assessment strategies to support formative assessment third-part independent evaluation of assessment development and implementation.

In addition, the state will support through consortia of ISDs the following tasks:

- Develop interim benchmark and formative assessment materials for non-state-tested subjects.
- Develop and implement an online test delivery system for interim benchmark assessments for non-state-tested subjects.
- Develop accommodated and translated materials for non-state-tested subjects.
- Develop and implement a repository of model formative and classroom assessment materials.

Participating and involved ISDs will enter into subcontracts with national experts and/or other relevant curriculum, instructional, and assessment design organizations to assist in the development of the products and materials described previously.

Involved LEAs will be expected to use local funds to attend professional development events.

(4) Implementing a Statewide Longitudinal Data System

Michigan has used its two SLDS federal grants to build a large portion of the existing system. The estimated funding necessary to continue building the state longitudinal data system (SLDS) comprises this application as well as other state and federal funds. Michigan has put the system capacity in place to accomplish many of the America Competes Act elements; however, a great deal of work is necessary to build upon that foundation to automate and perfect processes necessary to meet all 12 elements. The focus of the proposed budget for this section is on building an education data portal and ensuring both secure and public access to state data and that important metrics and performance measures are developed. Under the budget proposal for this section, it should be noted that there is some overlap between the budget model proposed and that submitted under the Institute for Education Sciences (IES) State Longitudinal Data Systems (SLDS) grant application in fall 2009. If an SLDS grant is awarded to Michigan, there

will be some offset between activities planned in the SLDS grant and the Race to the Top grant. As there are new requirements in Race to the Top as proposed, Michigan would negotiate the difference or propose alternative use of overlapping funds.

This project consists of a .5 MDE SLDS Liaison who will be responsible for ensuring that the department interests and responsibilities for participating in the P–20 Advisory Council are met and will gather department-wide feedback and input relative to the overall SLDS effort. It is important that one individual coordinate the department's efforts related to the SLDS grant activities and provide timely input to the Michigan Center for Educational Performance and Information (CEPI). All other grant staffing is contracted to CEPI.

The majority of this work will be performed under contract. The Center for Educational Performance and Information (CEPI) and the Michigan Department of Information Technology (MDIT) will coordinate and oversee the project components and outcomes. CEPI has expertise in school, staff, and student data collection and tracking, and MDIT is the technology arm of state government in Michigan. Together, the two state agencies will be responsible for overseeing and completing the project deliverables. They are the primary contractors; other technical work will be bid as described in the budget summary tables.

The budget also includes $2.5 million in funding for involved LEAs. In order to accomplish the important work related to connecting teachers to students and providing that data to the state, the ISD/LEA Teacher/Student Connection portion of the grant pays the involved districts for aligning systems with statewide needs. This item includes the cost of providing reimbursements to the districts for adding the personnel identification code and course information to the export used to populate the Michigan Student Data System (MSDS) as well as data entry necessary to make the transition.

The UIC Acceptance and Exchange with Postsecondary will provide a supplementary cost recovery stream for the postsecondary partners working on transcript and UIC exchange processes supporting the SLDS efforts. There are more expanded costs for postsecondary partners in preparing systems to accept UICs and accept or export electronic transcripts and in standardization efforts across student registration, curriculum, and financial aid systems.

The budget also includes $7.2 million for participating LEAs. In order to accomplish the important work related to connecting teachers to students and providing that data to the state, the ISD/LEA Teacher/Student Connection pays the participating districts for aligning systems with

statewide needs. This item includes the cost of providing reimbursements to the districts for adding the personnel identification code and course information to the export used to populate the Michigan Student Data System (MSDS) as well as data entry necessary to make the transition.

(5) Using Data to Improve Instruction

The activities funded in this project are interrelated and provide a working model of the collaboration MDE encourages among local schools districts and education partners. CEPI coordinates the collection of education data for the state. The program offices that house Education Technology and Assessment and Accountability form an interdependent team with CEPI to ensure smooth functioning of data systems across areas and agencies and to eliminate duplication in data collection requirements. The completion of a robust state longitudinal data system, Section C(1); the launching of the Regional Data Initiatives and of a Research Collaborative, C(2); and the scaling up of instructional improvement systems, C(3) are supported with several funding streams and will be enhanced with Race to the Top funds.

Michigan has begun the work of increasing the use of instructional improvement systems with Title II, Part D, funds that funded a pilot instruction improvement system (Data for Student Success [D4SS] in 2008) and launched eight Regional Data Initiatives in November 2009. The funds requested in the Race to the Top application will expand this effort and make the use of data to inform instruction part of every school's culture. Personnel expenditures will cover the cost of additional monitoring and data analysis required by the Race to the Top grant. The largest project expenditures will be used as follows:

- To build the Web-based tools and services that would aggregate the data from the eight Regional Data Initiatives to give researchers access to statewide data (see Section C(3)(iii)).
- To develop reports from the data collected in each region to help LEAs build prevention and intervention services for students at risk of dropping out (see Section C(3)(i)).
- To automate the pulling and aggregating of data to ensure a consistent system for teacher/leader effectiveness reporting (see Section C(3)(ii)).

In addition to the leverage of Title II, Part D, funds, Michigan has applied for a State Longitudinal Data System grant as described in Sections C1 and C2, and is supporting and

sustaining the SLDS with State funding. These funding streams will ensure the creation, implementation, and sustainability of a robust P–20 data system in Michigan.

(6) Teacher and Leader Pathway and Supply Enhancements

Existing and new staff members will be assigned to work on the Teacher and Leader Pathway and Supply Enhancements Project. The director of OPPS will be staffed 10 percent on this project and will serve as project manager. Two new education consultants will be hired full time as part of the OPPS. One of the new consultants will oversee alternative certification, as preparation programs apply to be approved to provide alternative certification for teachers and leaders. The other consultant will be in charge of teacher and leader shortages; MDE (and CEPI) collects the Registry of Educational Personnel twice annually in order to monitor, evaluate, and identify areas of teacher shortage and will begin to collect data to identify areas of leader shortages. The existing preparation institution liaison will have 10 percent of his time allocated to this project. A new department analyst will be hired as part of OPPS to provide consultant support on this project for 50 percent of the time. Finally, a new secretary will be hired in OPPS and will be staffed on this project for 20 percent of the time. In total, six staff members will work on this project, a full-time equivalent of 2.9.

The Teacher and Leader Pathway and Supply Enhancements Project budget includes the costs of two large contracts. There is an information technology contract for the modification to the L2K licensure database to account for new alternative teacher certification requirements and new administrator certification requirements. The project also will include a competitive request for proposals for preparation institutions to focus on models to assure adequate production in areas of teacher shortages; there will be a focus on STEM and stipends will be provided for meeting targets.

In addition, for 2009–10, the Michigan Department of Education is authorized to award approximately $2.3 million for the Title II, Part A(3), Improving Teacher Quality Competitive Grants Program. The focus of this request for applications is on the provision of research-based professional learning opportunities to teachers, principals, and paraprofessionals, which will result in increased learning for all students. These grants are available to higher education departments of teacher education in partnership with higher education departments of arts and sciences and high-poverty local education agencies and will be aligned with our overall reform priorities.

(7) Educator Evaluations

The project to design and implement educator evaluations based significantly on student growth includes several new and existing staff members in OPPS and OEAA. Current management staff and data quality staff in OPPS and OEAA will be assigned a portion of their time to this new project. In addition, to fully support the new effectiveness measures and associated data and statistical analysis, a new education research consultant position will be created in each of the two offices. Finally, this work will be supported by a new analyst (60 percent) and a new secretary (50 percent) in OEAA. These staff members in OEAA will take the lead responsibility for calculating student growth on state-level assessments as it relates to measuring effectiveness of teachers and leaders. OEAA also will be responsible for disseminating guidelines and offering support. In total, 13 new and existing staff members are working on this project, a total of five full-time equivalent positions.

The largest contract in the Design/Implement Educator Evaluations Based Significantly on Student Growth budget is for the modification and maintenance of existing CEPI systems so they are able to capture teacher evaluation labels, results, and growth data.

If Michigan is awarded a 2010 SLDS grant, aspects of that grant will be used to pay for other modifications of the CEPI system that are necessary before this project can be completed. If Michigan is not awarded a 2010 SLDS grant, the required modifications of the CEPI system will be paid for through Race to the Top funding (see Section C budget narrative for full description of updates to the state's longitudinal data system).

Participating and involved ISDs will enter into subcontracts with national experts and/or other relevant curriculum, instructional and assessment design organizations to assist in the development of professional development products and materials to support the appropriate use of student growth data in evaluations, as well as the appropriate use of evaluations in high-stakes human resource decisions.

Involved LEAs will be expected to use already appropriated local funds to attend professional development events, in lieu of new funds allocated under Race to the Top, as they opted not to receive the new funds.

(8) Ensuring Equitable Distribution of Effective Teachers and Leaders

Six staff members will work on the project of Ensuring Equitable Distribution of Effective Teachers and Leaders. The director of OPPS will provide management and oversight,

being staffed on this project 20 percent of the time. Two new education consultants will be hired in the OPPS office to focus on this project, one working on equitable distribution work and one designated to work on the Michigan Educator Corps full time. A new department analyst in OPPS will spend half of the time providing consultant support. The whole project will be supported by a new secretary that will be hired in OPPS and spend 20 percent of the time on this project. Finally, the existing accountability and psychometrics manager from OEAA will be assigned to work on this project for 10 percent of the time. Between all of the staff members, an equivalent of 3 FTE will be contributing to this project.

Participating and involved ISDs will enter into subcontracts with national experts and/or other relevant organizations to assist in the creation of professional development products and materials to support LEA efforts to attract effective educators to underserved areas.

Involved LEAs will be expected to use already appropriated local funds to attend professional development events, in lieu of new funds allocated under Race to the Top, as they opted not to receive the new funds.

(9) Teacher and Leader Preparation Programs

There are 16 staff members who are assigned to spend all or part of their time on the Improving the Effectiveness of Teacher and Leader Preparation Programs. The director of OPPS will provide oversight and management, spending 10 percent of her time on this project. A new education consultant will be staffed full time on preparation institution effectiveness; this work will include implementing an equivalent of the Teacher Preparation Performance Score Report and Corrective Action Plan in new programs providing alternative certification to teachers and in new administrator certification programs. A new department analyst will provide consultant support for 50 percent of the time. They will be joined by the existing preparation institution liaison who will be assigned to this project 10 percent to coordinate efforts with new and existing educator preparation institutions.

In OEAA, the director will spend 10 percent of the time on management and oversight. The accountability and psychometric s manager will also be staffed at 10 percent. The manager of accountability (a position that is currently vacant) will be staffed at 20 percent. A new education consultant will be hired to focus full time on education institution effectiveness in this office. A new department analyst in OEAA will spend half of the time on accountability. An existing project manager and data quality specialist will devote 10 percent of their time to this

work. The staff in OPPS and OEAA will both be supported by a secretary, the OPPS secretary staffed at 20 percent on this project and the OEAA secretary staffed at 50 percent.

The two largest contracts that are associated with the project to Improving the Effectiveness of Teacher and Leader Preparation Programs will be issued through an RFP. One RFP will be for a consortium of high-performing teacher preparation institutions to develop professional development and provide technical assistance to lower performing teacher preparation institutions. The other RFP will be for a consortium of high-performing leader preparation institutions to develop professional development and provide technical assistance to lower performing leadership preparation institutions. Both of these RFPs offer the largest amount of money in the first year of the contract but also contain ongoing funding for the last three years of the contract.

(10) Providing Effective Support to Teachers and Leaders

In order to provide effective support to teachers and leaders, 11 new and existing staff members will be working on this project. Management and oversight for all professional development work will be done by the new cross-functional professional development group that is housed in the new reform office. This will include six existing education consultants who will work on professional development coordination. These individuals are housed in six different MDE offices (OPPS, OSE/EIS, OFS, ECFS, OEII and OCTE). In addition, the director of OEAA will spend 10 percent of his time on this work. An existing OEAA staff member will be assigned to work full time on the balanced assessment initiative. She will be supported by a new OEAA secretary who will be staffed full time on the balanced assessment initiative. The director of OPPS will spend 10 percent of her time on this project, and the OPPS staff will be supported by a new secretary in that office who will be assigned to spend 20 percent of the time on this project.

A large RFP will be issued for a four-year contract during this project to scale up and enhance a balanced assessment literacy initiative, which will include determining the effect on student achievement and teacher and leader effectiveness and reaching the approximately 45,000 teachers and principals in Michigan.

As is mentioned in the application, MDE is providing ARRA Title II Part D funds for professional development, and many intermediate schools districts are providing additional professional development for the LEAs in their consortia.

Attachment G

(11) Turning Around Struggling Schools

Michigan has laid the legislative foundation to provide the Superintendent of Public Instruction with the authority to intervene in the state's lowest performing schools. The authority to intervene, to place schools into a State Reform District, and to close public schools in the lowest 5 percent of performance also provides access to state school aid funds to support these interventions. The work will be overseen by the State Reform Officer and the OEII Director. Michigan has used Title I School Improvement funds to build a statewide system of support and will use the ARRA School Improvement Grant funds to implement the four turnaround models outlined in the Race to the Top and School Improvement Guidance. Our SIG allocation for 2010 is expected to contribute to many of the costs to support schools. The network of funding will allow Race to the Top funds to be used to provide school turnaround interventions to non-Title I eligible schools that are among the lowest performing (E(2)(ii)). The work with struggling schools will include monitoring and mentoring to guide the schools to leverage all fund sources to provide coherent school reform that leads to dramatic improvement in student achievement.

Education reform legislation also strengthened charter school oversight requirements and allowed for the development of a new type of charter school, a school of excellence, and to require charter school closure if the school is among the lowest performing 5 percent of schools. This change will result in many new charter schools and in additional work on closure and dissolution of current charter schools (Section E(1)). Race to the Top funds are budgeted to include new staff for the next four years to help build MDE capacity to facilitate the changes and incorporate new policy and procedure.

Funding also has been included for current personnel to ensure coordination between School Improvement Grant initiatives, Race to the Top initiatives, and State School Reform initiatives.

Contract costs in the Race to the Top budget cover needed development and enhancement of current supports to low-performing schools including the following:

- Development and implementation of state run training program for external vendors that specifies performance expectations and familiarizes vendors with state legislation and regulation (Section E(3)(ii))
- Training, facilitation, and monitoring for non-Title I schools among the lowest 5% of performance (Section E(2)(ii))

- Development and delivery of a Turnaround Academy (Section E(2)(ii) and D(5))
- Enhancement of the current Principals Academy to provide a pipeline of principals for turnaround schools (Section E(2)(ii))

Race to the Top initiatives to implement internationally benchmarked standards, to build a balanced assessment system, to build a robust longitudinal data system, and to ensure support for effective leaders and teachers provide the foundation and the tools for low-performing schools to be clearly identified and to have the support they need to turn around.

(12) Project Re-Imagine

Project ReImagine provides subgrants to LEAs and ISDs to implement innovative reforms in their districts. Because these plans span all four reform areas, the project will be managed out of the Integrated Reform Office. A .5 FTE is included here for managing the work, and additional FTE is included in the Reform Office Budget. Districts will submit plans and progress to the project manager. The additional FTE will be responsible for both providing support to the districts as well as identifying specific successes that could be scaled across the state.

We are planning to disperse the funds to districts in increments, based on evidence of strong forward progress. Some plans may call for completion of the project in less than four years. When that is the case, funds may be distributed ahead of schedule provided that the district has met the appropriate performance metrics along the way.

Project Re-Imagine also has involved outside funders from the start. The foundation community has expressed interest and Michigan already has secured an additional $1 million in outside funding for this work.

Formula Driven Subgrants to LEAs

The table of subgrants is provided based on the MOUs collected as of January 15 at 2 p.m. Eastern time. Upon receipt of award, this table will be updated to reflect any districts that add on or withdraw from the reform initiatives. Throughout the proposal, we have identified several specific initiatives in which we anticipate that LEAs will collaborate with one another, ISDs, and/or the state to implement reform initiatives. Based on our estimates, we anticipate that participating LEAs on average will spend about one third of their funds participating in these larger initiatives, and two thirds of the funds on district specific implementation.

Attachment G

Technical Calculations

Personnel: The salary rates of state employees participating in the project are established by the Department of Civil Service and are based on current salary plus an anticipated 3 percent salary increase. Salary rates for non-State employees and contracted personnel are established in conjunction with their employer(s), ISDs and LEAs, or consortia of ISDs and LEAs that receive supplemental grants. Stipends for involved teachers and LEA staff are based on average costs in the state and support the involvement of teachers in the review, validation, and design of products for all standards and assessment projects.

Fringe Benefits: Fringe benefits for state employees are calculated at 45 percent of salaries. These costs include retirement, insurance, and longevity.

Travel: Travel costs are estimated based on state travel policy and federally approved rates.

Equipment: Equipment items are those with a unit acquisition cost of $5,000 or more and an estimated useful life of one year or more. The exception is copy machines, which are classified as equipment regardless of acquisition cost.

Supplies: Estimates are based on project need and past project data.

Contractual: Any contract for more than $25,000 must be competitively bid. The Michigan Department of Managment and Budget Office oversees the bidding process. All contracts are approved by our State Administrative Board before they are issued.

Indirect Costs: Indirect costs are calculated at 10.2 percent of all direct costs, including the first $25,000 of each contract, with the exception of equipment costs and flow-through funds.

Attachment G1.1

Budget Part II: Project-Level Budget Table
Project Name: Integrated Reform Support Budget
Associated with Criteria: A(2)
(Evidence for selection criteria (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$2,215,127	$2,215,127	$2,215,127	$2,215,127	$8,860,509
2. Fringe Benefits	$996,807	$996,807	$996,807	$996,807	$3,987,229
3. Travel	$165,000	$165,000	$165,000	$165,000	$660,000
4. Equipment	$30,000	$7,000	$7,000	$7,000	$51,000
5. Supplies	$195,500	$157,500	$157,500	$157,500	$668,000
6. Contractual	$1,217,100	$817,100	$817,100	$817,100	$3,668,400
7. Training Stipends	$0	$0	$0	$0	$0
8. Other	$3,311,995	$1,019,195	$1,019,195	$1,067,195	$6,417,580
9. Total Direct Costs (lines 1-8)	$8,131,530	$5,377,730	$5,377,730	$5,425,730	$24,312,719
10. Indirect Costs	$717,512	$479,770	$479,770	$484,666	$2,161,719
11. Funding for Involved LEAs	$0	$0	$0	$0	$0
12. Supplemental Funding for Participating LEAs	$0	$0	$0	$0	$0
13. Total Costs (lines 9-12)	$8,849,041	$5,857,500	$5,857,500	$5,910,396	$26,474,437

All applicants must provide a break-down by the applicable budget categories show in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.
Note that indirect costs are not allocated to lines 11-12.

Attachment G1.1

Budget Part II: Project-Level Budget Table
Project Name: Integrated Reform Support Budget
Associated with Criteria: A(2)
(Evidence for selection criteria (A)(2)(i)(d))

1. **Year One**

Personnel: The following personnel will all be hired or funded as employees of the project.	Office	% FTE (use decimal number)	Annual Salary	Total
New State Office Administrator 17 Director, New *RTTT Office of Integrated Reform*	RTTT	1	$111,100	$111,100
New State Administrative Manager 16 (Prog Mgt Officer)	RTTT	1	$103,782	$103,782
New Department Specialist 15 (Senior Proj Mgr 1)	RTTT	1	$84,490	$84,490
New Department Specialist 15 (Senior Proj Mgr 2)	RTTT	1	$84,490	$84,490
New Department Analyst 12 (Junior Proj Mgr 1)	RTTT	1	$63,211	$63,211
New Department Analyst 12 (Junior Proj Mgr 2)	RTTT	1	$63,211	$63,211
New Education Consultant 14 (bid evaluation coordinator)	RTTT	1	$80,558	$80,558
New Ed Cons 14 (monitoring coordinator)	RTTT	1	$80,558	$80,558
New Ed Cons 14 (evaluation coordinator)	RTTT	1	$80,558	$80,558
New Ed Cons 14 (external coordinator)	RTTT	1	$80,558	$80,558
New Ed Cons 14 (PD & TA coordinator)	RTTT	1	$80,558	$80,558
New Financial Analyst 12	RTTT	1	$63,211	$63,211
New Exec Secretary 10 (support)	RTTT	1	$48,318	$48,318
New Secretary 9 (support)	RTTT	1	$46,530	$46,530
Steve Viger (evaluation manager)	OEAA	0.1	$94,848	$9,485
Ed Research Consultant 14 (evaluation)	OEAA	3	$80,558	$241,675
New Dept Analyst 12 (grants coordination)	Grants	2	$63,211	$126,422
Mary Ann Chartrand (office director)	Grants	0.2	$111,100	$22,220
New Dept Analyst 9/10/11 (monitoring)	Grants	6	$58,510	$351,062
Louis Burgess (ass't office director)	Grants	0.2	$103,782	$20,756
New Secretary 9	Grants	1	$46,530	$46,530
Dept Tech 10 (monitoring)	Grants	1	$38,334	$38,334
Jill Bradshaw (grants coordination)	Grants	0.2	$80,558	$16,112
New Ed Cons 14 (support for significant hiring)	HR	2	$80,558	$161,117
Nancy Mincemoyer (office director)	HR	0.2	$111,100	$22,220
Marilyn Fisher (classification consultant)	HR	0.2	$80,558	$16,112
Teresa Abbott (compensation, evaluation)	HR	0.2	$80,558	$16,112
Grace Wirth (secretary)	HR	0.2	$46,530	$9,306
New Secretary 9	HR	1	$46,530	$46,530
TOTAL		31.5		$2,215,127

Year Two

Personnel: The following personnel will all be hired or funded as employees of the project.	Office	% FTE (use decimal number)	Annual Salary	Total
New State Office Administrator 17 Director, New *Office of RTTT Reform Integration* (ORRI)	RTTT	1	$111,100	$111,100
New State Administrative Manager 16	RTTT	1	$103,782	$103,782
New Department Specialist 15	RTTT	1	$84,490	$84,490
New Department Specialist 15	RTTT	1	$84,490	$84,490
New Department Analyst 12	RTTT	1	$63,211	$63,211
New Department Analyst 12	RTTT	1	$63,211	$63,211
New Education Consultant 14	RTTT	1	$80,558	$80,558
New Ed Cons 14	RTTT	1	$80,558	$80,558
New Ed Cons 14	RTTT	1	$80,558	$80,558
New Ed Cons 14	RTTT	1	$80,558	$80,558
New Ed Cons 14	RTTT	1	$80,558	$80,558
New Financial Analyst 12	RTTT	1	$63,211	$63,211
New Exec Secretary 10	RTTT	1	$48,318	$48,318
New Secretary 9	RTTT	1	$46,530	$46,530
Steve Viger	OEAA	0.1	$94,848	$9,485
Ed Research Consultant 14	OEAA	3	$80,558	$241,675
New Dept Analyst 12	Grants	2	$63,211	$126,422
Mary Ann Chartrand	Grants	0.2	$111,100	$22,220
New Dept Analyst 9/10/11	Grants	6	$58,510	$351,062
Louis Burgess	Grants	0.2	$103,782	$20,756
New Secretary 9	Grants	1	$46,530	$46,530
Dept Tech	Grants	1	$38,334	$38,334
Jill Bradshaw	Grants	0.2	$80,558	$16,112
New Ed Cons 14	HR	2	$80,558	$161,117
Nancy Mincemoyer	HR	0.2	$111,100	$22,220
Marilyn Fisher	HR	0.2	$80,558	$16,112
Teresa Abbott	HR	0.2	$80,558	$16,112
Grace Wirth	HR	0.2	$46,530	$9,306
New Secretary 9	HR	1	$46,530	$46,530
TOTAL		31.5		$2,215,127

Attachment G1.1

	Personnel: The following personnel will all be hired or funded as employees of the project.	Office	% FTE (use decimal number)	Annual Salary	Total
Year Three	New State Office Administrator 17 Director, New *Office of RTTT Reform Integration* (ORRI)	RTTT	1	$111,100	$111,100
	New State Administrative Manager 16	RTTT	1	$103,782	$103,782
	New Department Specialist 15	RTTT	1	$84,490	$84,490
	New Department Specialist 15	RTTT	1	$84,490	$84,490
	New Department Analyst 12	RTTT	1	$63,211	$63,211
	New Department Analyst 12	RTTT	1	$63,211	$63,211
	New Education Consultant 14	RTTT	1	$80,558	$80,558
	New Ed Cons 14	RTTT	1	$80,558	$80,558
	New Ed Cons 14	RTTT	1	$80,558	$80,558
	New Ed Cons 14	RTTT	1	$80,558	$80,558
	New Ed Cons 14	RTTT	1	$80,558	$80,558
	New Financial Analyst 12	RTTT	1	$63,211	$63,211
	New Exec Secretary 10	RTTT	1	$48,318	$48,318
	New Secretary 9	RTTT	1	$46,530	$46,530
	Steve Viger	OEAA	0.1	$94,848	$9,485
	Ed Research Consultant 14	OEAA	3	$80,558	$241,675
	New Dept Analyst 12	Grants	2	$63,211	$126,422
	Mary Ann Chartrand	Grants	0.2	$111,100	$22,220
	New Dept Analyst 9/10/11	Grants	6	$58,510	$351,062
	Louis Burgess	Grants	0.2	$103,782	$20,756
	New Secretary 9	Grants	1	$46,530	$46,530
	Dept Tech	Grants	1	$38,334	$38,334
	Jill Bradshaw	Grants	0.2	$80,558	$16,112
	New Ed Cons 14	HR	2	$80,558	$161,117
	Nancy Mincemoyer	HR	0.2	$111,100	$22,220
	Marilyn Fisher	HR	0.2	$80,558	$16,112
	Teresa Abbott	HR	0.2	$80,558	$16,112
	Grace Wirth	HR	0.2	$46,530	$9,306
	New Secretary 9	HR	1	$46,530	$46,530
	TOTAL		31.5		$2,215,127

Attachment G1.1

	Personnel: The following personnel will all be hired or funded as employees of the project.	Office	% FTE (use decimal number)	Annual Salary	Total
Year Four	New State Office Administrator 17 Director, New *Office of RTTT Reform Integration* (ORRI)	RTTT	1	$111,100	$111,100
	New State Administrative Manager 16	RTTT	1	$103,782	$103,782
	New Department Specialist 15	RTTT	1	$84,490	$84,490
	New Department Specialist 15	RTTT	1	$84,490	$84,490
	New Department Analyst 12	RTTT	1	$63,211	$63,211
	New Department Analyst 12	RTTT	1	$63,211	$63,211
	New Education Consultant 14	RTTT	1	$80,558	$80,558
	New Ed Cons 14	RTTT	1	$80,558	$80,558
	New Ed Cons 14	RTTT	1	$80,558	$80,558
	New Ed Cons 14	RTTT	1	$80,558	$80,558
	New Ed Cons 14	RTTT	1	$80,558	$80,558
	New Financial Analyst 12	RTTT	1	$63,211	$63,211
	New Exec Secretary 10	RTTT	1	$48,318	$48,318
	New Secretary 9	RTTT	1	$46,530	$46,530
	Steve Viger	OEAA	0.1	$94,848	$9,485
	Ed Research Consultant 14	OEAA	3	$80,558	$241,675
	New Dept Analyst 12	Grants	2	$63,211	$126,422
	Mary Ann Chartrand	Grants	0.2	$111,100	$22,220
	New Dept Analyst 9/10/11	Grants	6	$58,510	$351,062
	Louis Burgess	Grants	0.2	$103,782	$20,756
	New Secretary 9	Grants	1	$46,530	$46,530
	Dept Tech	Grants	1	$38,334	$38,334
	Jill Bradshaw	Grants	0.2	$80,558	$16,112
	New Ed Cons 14	HR	2	$80,558	$161,117
	Nancy Mincemoyer	HR	0.2	$111,100	$22,220
	Marilyn Fisher	HR	0.2	$80,558	$16,112
	Teresa Abbott	HR	0.2	$80,558	$16,112
	Grace Wirth	HR	0.2	$46,530	$9,306
	New Secretary 9	HR	1	$46,530	$46,530
	TOTAL		31.5		$2,215,127

2.

	Fringe Benefits	Fringe Benefit % (decimal)	Total Base Salary	Total
All Years	Year 1 Personnel Costs	0.45	$2,215,127	$996,807
	Year 2 Personnel Costs	0.45	$2,215,127	$996,807
	Year 3 Personnel Costs	0.45	$2,215,127	$996,807
	Year 4 Personnel Costs	0.45	$2,215,127	$996,807
	TOTAL			$3,987,229

3.

	Travel	# of Trips	Cost per Trip	Total
Year 1	Quarterly USED TA meetings (5 staff)	20	$2,500	$50,000
	Quarterly CCSSO/NGA/Achieve/NCES meetings (4 staff)	16	$2,500	$40,000
	Instate monitoring (6 analysts)	300	$250	$75,000
	TOTAL			$165,000

Attachment G1.1

	Travel	# of Trips	Cost per Trip	Total
Year 2	Quarterly USED TA meetings (5 staff)	20	$2,500	$50,000
	Quarterly CCSSO/NGA/Achieve/NCES meetings (4 staff)	16	$2,500	$40,000
	Instate monitoring (6 analysts)	300	$250	$75,000
	TOTAL			$165,000

	Travel	# of Trips	Cost per Trip	Total
Year 3	Quarterly USED TA meetings (5 staff)	20	$2,500	$50,000
	Quarterly CCSSO/NGA/Achieve/NCES meetings (4 staff)	16	$2,500	$40,000
	Instate monitoring (6 analysts)	300	$250	$75,000
	TOTAL			$165,000

	Travel	# of Trips	Cost per Trip	Total
Year 4	Quarterly USED TA meetings (5 staff)	20	$2,500	$50,000
	Quarterly CCSSO/NGA/Achieve/NCES meetings (4 staff)	16	$2,500	$40,000
	Instate monitoring (6 analysts)	300	$250	$75,000
	TOTAL			$165,000

4.

	Equipment	Cost of Item	Qty.	Total
Year 1	Copy machine lease	$ 5,000	2	$10,000
	Microsoft Project Server	$ 10,000	1	$10,000
	Server Hardware	$ 10,000	1	$10,000
	TOTAL			$30,000

	Equipment	Cost of Item	Qty.	Total
Yr 2	Copy machine lease	$ 5,000	1	$5,000
	Microsoft Project Server Maintenance	$ 2,000	1	$2,000
	TOTAL			$7,000

	Equipment	Cost of Item	Qty.	Total
Yr 3	Copy machine lease	$ 5,000	1	$5,000
	Microsoft Project Server Maintenance	$ 2,000	1	$2,000
	TOTAL			$7,000

	Equipment	Cost of Item	Qty.	Total
Yr 4	Copy machine lease	$ 5,000	1	$5,000
	Microsoft Project Server Maintenance	$ 2,000	1	$2,000
	TOTAL			$7,000

5.

	Supplies	Cost of Item	Qty.	Total
Yr 1	Computer for new staff	$ 2,000	17	$34,000
	Projectors	$ 500	8	$4,000
	CSS&M ($5,000 per FTE)	$ 5,000	31.5	$157,500
	TOTAL			$195,500

Attachment G1.1

	Supplies	Cost of Item	Qty.	Total
Yr 2	CSS&M ($5,000 per FTE)	$ 5,000	31.5	$157,500
				$0
	TOTAL			$157,500

	Supplies	Cost of Item	Qty.	Total
Yr 3	CSS&M ($5,000 per FTE)	$ 5,000	31.5	$157,500
				$0
	TOTAL			$157,500

	Supplies	Cost of Item	Qty.	Total
Yr 4	CSS&M ($5,000 per FTE)	$ 5,000	31.5	$157,500
				$0
	TOTAL			$157,500

6.

	Contractual	Service(s) to Be Provided	Contract Amount	Total
Year 1	DIT - Info Tech Manager 14 (1.45 FTE to cover fringe)	System Support	$115,000	$115,000
	DIT - Info Tech Proj Analyst 12 (1.45 FTE to cover fringe)	System Support	$100,700	$100,700
	DIT - Info Tech Proj Analyst 12 (1.45 FTE to cover fringe)	System Support	$100,700	$100,700
	CEPI - Info Tech Proj Analyst 12 (1.45 FTE to cover fringe)	System Support	$100,700	$100,700
	4-year RFP for MDE reform website maintenance/enhancement	Devel-opment	$300,000	$300,000
	4-year RFP for MEGS enhancements for financial audit/reporting	Devel-opment	$500,000	$500,000
	TOTAL			$1,217,100

	Contractual	Service(s) to Be Provided	Contract Amount	Total
Year 2	DIT - Info Tech Manager 14 (1.45 FTE to cover fringe)	Support	$115,000	$115,000
	DIT - Info Tech Proj Analyst 12 (1.45 FTE to cover fringe)	Support	$100,700	$100,700
	DIT - Info Tech Proj Analyst 12 (1.45 FTE to cover fringe)	Support	$100,700	$100,700
	CEPI - Info Tech Proj Analyst 12 (1.45 FTE to cover fringe)	Support	$100,700	$100,700
	4-year RFP for MDE reform website maintenance/enhancement	Dev	$150,000	$150,000
	4-year RFP for MEGS enhancements for financial audit/reporting	Dev	$250,000	$250,000
	TOTAL			$817,100

	Contractual	Service(s) to Be Provided	Contract Amount	Total
Year 3	DIT - Info Tech Manager 14 (1.45 FTE to cover fringe)	Support	$115,000	$115,000
	DIT - Info Tech Proj Analyst 12 (1.45 FTE to cover fringe)	Support	$100,700	$100,700
	DIT - Info Tech Proj Analyst 12 (1.45 FTE to cover fringe)	Support	$100,700	$100,700
	CEPI - Info Tech Proj Analyst 12 (1.45 FTE to cover fringe)	Support	$100,700	$100,700
	4-year RFP for MDE reform website maintenance/enhancement	Dev	$150,000	$150,000
	4-year RFP for MEGS enhancements for financial audit/reporting	Dev	$250,000	$250,000
	TOTAL			$817,100

Attachment G1.1

	Contractual	Service(s) to Be Provided	Contract Amount	Total
Year 4	DIT - Info Tech Manager 14 (1.45 FTE to cover fringe)	Support	$115,000	$115,000
	DIT - Info Tech Proj Analyst 12 (1.45 FTE to cover fringe)	Support	$100,700	$100,700
	DIT - Info Tech Proj Analyst 12 (1.45 FTE to cover fringe)	Support	$100,700	$100,700
	CEPI - Info Tech Proj Analyst 12 (1.45 FTE to cover fringe)	Support	$100,700	$100,700
	4-year RFP for MDE reform website maintenance/enhancement	Dev	$150,000	$150,000
	4-year RFP for MEGS enhancements for financial audit/reporting	Dev	$250,000	$250,000
	TOTAL			$817,100

7.

	Training Stipends	Program Description	Cost	Total
Years 1 - 4	N/A			$0
				$0
	TOTAL			$0

8.

	Other	FTE	Cost	Total
Year 1	Rent	31.5	$4,600	$144,900
	DIT Computer support	31.5	$5,000	$157,500
	Blackberry - Selected staff	10.1	$950	$9,595
	Discretionary funds to support unanticipated LEA and State reform needs	n/a	$3,000,000	$3,000,000
	TOTAL			$3,311,995

	Other	FTE	Cost	Total
Year 2	Rent	1	$4,600	$4,600
	DIT Computer support	1	$5,000	$5,000
	Blackberry - Selected staff	10.1	$950	$9,595
	Discretionary funds to support unanticipated LEA and State reform needs	n/a	$1,000,000	$1,000,000
	TOTAL			$1,019,195

	Other	FTE	Cost	Total
Year 3	Rent	1	$4,600	$4,600
	DIT Computer support	1	$5,000	$5,000
	Blackberry - Selected staff	10.1	$950	$9,595
	Discretionary funds to support unanticipated LEA and State reform needs	n/a	$1,000,000	$1,000,000
	TOTAL			$1,019,195

	Other	FTE	Cost	Total
Year 4	Rent	6	$4,600	$27,600
	DIT Computer support	6	$5,000	$30,000
	Blackberry - Selected staff	10.1	$950	$9,595
	Discretionary funds to support unanticipated LEA and State reform needs	n/a	$1,000,000	$1,000,000
	TOTAL			$1,067,195

Attachment G1.1

9.

Year One	Total Direct Costs (Total of 1-8 above)	$8,131,530
Year Two	Total Direct Costs (Total of 1-8 above)	$5,377,730
Year Three	Total Direct Costs (Total of 1-8 above)	$5,377,730
Year Four	Total Direct Costs (Total of 1-8 above)	$5,425,730

10.

	Indirect Costs as per agreement with Feds	Base Cost	Indirect Cost Rate (decimal)	Total
Year 1	Total value of contracts with value less than $25,000	$0	0.102	$0
	6 contracts with value > $25,000 = $150,000 base cost	$150,000	0.102	$15,300
	All other direct costs (minus equipment)	$6,884,430	0.102	$702,212
	TOTAL			$717,512

	Indirect Costs as per agreement with Feds	Base Cost	Indirect Cost Rate (decimal)	Total
Year 2	Total value of contracts with value less than $25,000	$0	0.102	$0
	6 contracts with value > $25,000 = $150,000 base cost	$150,000	0.102	$15,300
	All other direct costs	$4,553,630	0.102	$464,470
	TOTAL			$479,770

	Indirect Costs as per agreement with Feds	Base Cost	Indirect Cost Rate (decimal)	Total
Year 3	Total value of contracts with value less than $25,000	$0	0.102	$0
	6 contracts with value > $25,000 = $150,000 base cost	$150,000	0.102	$15,300
	All other direct costs	$4,553,630	0.102	$464,470
	TOTAL			$479,770

	Indirect Costs as per agreement with Feds	Base Cost	Indirect Cost Rate (decimal)	Total
Year 4	Total value of contracts with value less than $25,000	$0	0.102	$0
	6 contracts with value > $25,000 = $150,000 base cost	$150,000	0.102	$15,300
	All other direct costs	$4,601,630	0.102	$469,366
	TOTAL			$484,666

11.

	Funding for Involved LEAs: Activity	Purpose	Cost	# LEAs involved	Total
Years 1 - 4	N/A				$0
					$0
	TOTAL				$0

12.

	Supplemental Funding for Participating LEAs: Activity	Purpose	Cost	# LEAs involved	Total
Years 1 - 4	N/A				$0
					$0
	TOTAL				$0

Additional Information for #12:

LEA	Rationale	Supplemen-tal Subgrant Cost	Total
N/A			

Budget Part II: Project-Level Budget Table
Project Name: Implementing Internationally Benchmarked Standards (CCRS and CCK-12)
Associated with Criteria: Standards and Assessments (B)(1) and (B)(3)
(Evidence for selection criteria (A)(2)(i)(d)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$469,280	$388,357	$388,357	$388,357	$1,634,352
2. Fringe Benefits	$211,176	$174,761	$174,761	$174,761	$735,459
3. Travel	$42,170	$88,580	$92,000	$92,000	$314,750
4. Equipment	$0	$0	$0	$0	$0
5. Supplies	$67,397	$53,000	$83,000	$83,000	$286,397
6. Contractual	$0	$0	$0	$0	$0
7. Training Stipends	$5,000	$0	$0	$0	$5,000
8. Other	$502,990	$511,530	$511,530	$511,530	$2,037,580
9. Total Direct Costs (lines 1-8)	$1,298,014	$1,216,228	$1,249,648	$1,249,648	$5,013,538
10. Indirect Costs	$132,397	$124,055	$127,464	$127,464	$511,381
11. Funding for Involved LEAs	$0	$0	$0	$0	$0
12. Supplemental Funding for Participating LEAs	$4,500,000	$3,500,000	$2,500,000	$1,500,000	$12,000,000
13. Total Costs (lines 9-12)	$5,930,411	$4,840,283	$3,877,112	$2,877,112	$17,524,919

All applicants must provide a break-down by the applicable budget categories show in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Attachment G1.2

Budget Part II: Project-Level Budget Narrative
Project Name: Implementing Internationally Benchmarked Standards (CCRS and CCK-12)
Associated with Criteria: Standards and Assessments (B)(1) and (B)(3)
(Evidence for selection criteria (A)(2)(i)(d))

	Personnel: The following personnel will all be hired or funded as employees of the project.	% FTE (use decimal number)	Base Salary	Total
Year One	MDE Secondary ELA/High Priority Schools consultant-13 (Ruth Isaia) responsible for alignment, review, and analysis of CCRS survey data and RISS support activities	0.3	$76,773	$23,032
	MDE Secondary Math/High Priority Schools consultant-13 (Dan LaDue) responsible for alignment, review, and analysis of CCRS survey data and RISS support activities	0.3	$76,773	$23,032
	MDE ELA K-8 consultant-13 (Lynette VanDyke) responsible for alignment, review, and analysis ofCCK-12 survey data and RISS support activities	0.3	$76,773	$23,032
	MDE Math K-8 consultant-13 (Ruth Anne Hodges) responsible for alignment, review, and analysis of CCK-12 survey data and RISS support activities	0.3	$76,773	$23,032
	MDE Consultant Manager-15 (Deb Clemmons) responsible for management and oversight of common standards (CCRS and CCK-12) project and oversight of roll-out	0.3	$90,860	$27,258
	MDE Secretary-8 (Vonda Combs) responsible for support activities for above mentioned standards projects	0.4	$45,050	$18,020
	MDE Instructional Specialist consultant-13 (Abbie Hilgendorf) responsible for planning and conducting rollouts; developing supporting materials to introduce the the Responsive Instructional Support System; developing TLF and related projects; developing PD	1	$76,773	$76,773
	MDE Instructional Specialist consultant-13 (John VanWagoner) responsible for planning and conducting rollouts; developing supporting materials to introduce the the Responsive Instructional Support System; developing TLF and related projects	0.4	$76,773	$30,709
	MDE Consultant (to be posted and hired) -13 for Small High Schools Project as part of HS Reform	1	$80,556	$80,556
	MDE Consultant (to be posted and hired) -13 for AP/Middle College/Alternative Education as part of HS Reform	1	$80,556	$80,556
	MDE Secretary-8 new hire responsible for support activities for HS reform projects	1	$47,926	$47,926
	MDE Instructional Specialist Consultant-13 (Ana Cardona): co director of instructional unit development	0.2	$76,773	$15,355
				$0
	TOTAL			$469,280

Attachment G1.2

	Personnel: The following personnel will all be hired or funded as employees of the project.	% FTE (use decimal number)	Base Salary	Total
Year 2	MDE Secondary ELA/High Priority Schools consultant-13 (Ruth Isaia) responsible for alignment, review, analysis of content area within curriculum framework; roll-out of IF	0.1	$76,773	$7,677
	MDE Secondary Math/High Priority Schools consultant-13 (DanLaDue) responsible for alignment, review, analysis of content area within curriculum framework; roll-out of IF	0.1	$76,773	$7,677
	MDE K-8 ELA consultant-13 (Lynette VanDyke) responsible for alignment, review, analysis of content area within curriculum framework; roll-out of IF	0.1	$76,773	$7,677
	MDE K-8 Math consultant-13 (Ruth Anne Hodges) responsible for alignment, review, analysis of content area within curriculum framework; roll-out of IF	0.1	$76,773	$7,677
	MDE Arts consultant-13 (Ana Cardona) responsible for alignment, review, analysis of content area within curriculum framework; roll-out of IF; co-director of instructional unit development	0.3	$76,773	$23,032
	MDE Science consultant-13 (Kevin Richard) responsible for alignment, review, analysis of content area within curriculum framework; roll-out of IF	0.1	$76,773	$7,677
	MDE Consultant Manager (Deb Clemmons) responsible for management and oversight of curriculum framework development	0.1	$90,860	$9,086
	MDE Instructional Specialist consultant-13 (Abbie Hilgendorf) responsible for alignment, review, analysis of curriculum framework; roll-out of IF; co-director of TLF and related projects; development of PD	1	$76,773	$76,773

Attachment G1.2

MDE Instructional Specialist consultant-13 (John VanWagoner) responsible for alignment, review, analysis of curriculum framework; roll-out of IF; co-director of TLF and related projects	0.3	$76,773	$23,032
MDE Secretary-8 (Vonda Combs) to provide support for alignment, review, analysis of curriculum framework; roll-out of IF; TLF development	0.2	$45,050	$9,010
MDE Consultant (to be posted and hired) -13 for Small High Schools Project as part of HS Reform	1	$80,556	$80,556
MDE Consultant (to be posted and hired) -13 for AP/Middle College/Alternative Education as part of HS Reform	1	$80,556	$80,556
MDE Secretary-8 new hire responsible for support activities for HS reform projects	1	$47,926	$47,926
TOTAL			$388,357

Attachment G1.2

	Personnel: The following personnel will all be hired or funded as employees of the project.	% FTE (use decimal number)	Base Salary	Total
Year 3	MDE Secondary ELA/High Priority Schools consultant-13 (Ruth Isaia) responsible for alignment, review, analysis of content area within curriculum framework	0.1	$76,773	$7,677
	MDE Secondary Math/High Priority Schools consultant-13 (DanLaDue) responsible for alignment, review, analysis of content area within curriculum framework	0.1	$76,773	$7,677
	MDE K-8 ELA consultant-13 (Lynette VanDyke) responsible for alignment, review, analysis of content area within curriculum framework	0.1	$76,773	$7,677
	MDE K-8 Math consultant-13 (Ruth Anne Hodges) responsible for alignment, review, analysis of content area within curriculum framework	0.1	$76,773	$7,677
	MDE Arts consultant-13 (Ana Cardona) responsible for alignment, review, analysis of content area within curriculum framework	0.3	$76,773	$23,032
	MDE Science consultant-13 (Kevin Richard) responsible for alignment, review, analysis of content area within curriculum framework	0.1	$76,773	$7,677
	MDE Consultant Manager - 15 (Deb Clemmons) responsible for management and oversight of curriculum framework development	0.1	$90,860	$9,086
	MDE Instructional Specialist consultant-13 (Abbie Hilgendorf) responsible for alignment, review, analysis of curriculum framework; co-director of TLF and related projects; PD development	1	$76,773	$76,773
	MDE Instructional Specialist consultant-13 (John VanWagoner) responsible for alignment, review, analysis of curriculum framework; co-director of TLF and unit development	0.3	$76,773	$23,032
	MDE Secretary-8 (Vonda Combs) to provide support for alignment, review, analysis of curriculum framework and TLF and related projects	0.2	$45,050	$9,010
	MDE Consultant (to be posted and hired) -13 for Small High Schools Project as part of HS Reform	1	$80,556	$80,556
	MDE Consultant (to be posted and hired) -13 for AP/Middle College/Alternative Education as part of HS Reform	1	$80,556	$80,556
	MDE Secretary-8 new hire responsible for support activities for HS reform projects	1	$47,926	$47,926
	TOTAL			$388,357

Attachment G1.2

	Personnel: The following personnel will all be hired or funded as employees of the project.	% FTE (use decimal number)	Base Salary	Total
Year 4	MDE Secondary ELA/High Priority Schools consultant-13 (Ruth Isaia) responsible for alignment, review, analysis of content area within curriculum framework	0.1	$76,773	$7,677
	MDE Secondary Math/High Priority Schools consultant-13 (DanLaDue) responsible for alignment, review, analysis of content area within curriculum framework	0.1	$76,773	$7,677
	MDE K-8 ELA consultant-13 (Lynette VanDyke) responsible for alignment, review, analysis of content area within curriculum framework	0.1	$76,773	$7,677
	MDE K-8 Math consultant-13 (Ruth Anne Hodges) responsible for alignment, review, analysis of content area within curriculum framework	0.1	$76,773	$7,677
	MDE Arts consultant-13 (Ana Cardona) responsible for alignment, review, analysis of content area within curriculum framework	0.3	$76,773	$23,032
	MDE Science consultant-13 (Kevin Richard) responsible for alignment, review, analysis of content area within curriculum framework	0.1	$76,773	$7,677
	MDE Consultant Manager - 15 (Deb Clemmons) responsible for management and oversight of curriculum framework development	0.1	$90,860	$9,086
	MDE Instructional Specialist consultant-13 (Abbie Hilgendorf) responsible for alignment, review, analysis of curriculum framework; co-director of TLF and related projects; PD development	1	$76,773	$76,773
	MDE Instructional Specialist consultant-13 (John VanWagoner) responsible for alignment, review, analysis of curriculum framework; co-director of TLF and unit development	0.3	$76,773	$23,032
	MDE Secretary-8 (Vonda Combs) to provide support for alignment, review, analysis of curriculum framework and TLF and related projects	0.2	$45,050	$9,010
	MDE Consultant (to be posted and hired) -13 for Small High Schools Project as part of HS Reform	1	$80,556	$80,556
	MDE Consultant (to be posted and hired) -13 for AP/Middle College/Alternative Education as part of HS Reform	1	$80,556	$80,556
	MDE Secretary-8 new hire responsible for support activities for HS reform projects	1	$47,926	$47,926
	TOTAL			$388,357

Attachment G1.2

	Fringe Benefits	Fringe Benefit % (decimal)	Base Salary	Total
Year One	5.3 FTE	0.45	$469,280	$211,176
	TOTAL			$211,176

	Fringe Benefits	Fringe Benefit % (decimal)	Base Salary	Total
Year Two	4.4 FTE	0.45	$388,357	$174,761
	TOTAL			$174,761

	Fringe Benefits	Fringe Benefit % (decimal)	Base Salary	Total
Year Three	4.4 FTE	0.45	$388,357	$174,761
	TOTAL			$174,761

	Fringe Benefits	Fringe Benefit % (decimal)	Base Salary	Total
Year Four	4.4 FTE	0.45	$388,357	$174,761
	TOTAL			$174,761

3.	Travel	# of Trips	Cost per Trip	Total
Year One	Travel to 4 regional standards roll-out events (Wayne Co., Grand Rapids, Traverse City, Marquette) for 7 involved consultants and 1 consultant manager	32	$600	$19,200
	Out-of-state trips for HS Reform Consultants for professional learning and program development	2	$1,500	$3,000
	In-state travel for HS Reform Consultants	10	$250	$2,500
	Out-of-state trips for TLF development and related projects	2	$1,500	$3,000
	In-state travel for TLF development and related projects	10	$250	$2,500
	Teacher Leader Training for MDE-developed professional development program; 2 one-day meetings per year; includes 1 night lodging @ $65 for 5 participants	10	$171	$1,710
	PD Stakeholder workgroup meetings; 4 one-day meetings per year; includes 1 night lodging @ $65 for 15 participants	60	$171	$10,260
				$0
	TOTAL			$42,170

Attachment G1.2

	Travel	# of Trips	Cost per Trip	Total
Year Two	Travel to 4 regional curriculum framework roll-out events (Wayne Co., Grand Rapids, Traverse City, Marquette) for 8 involved consultants, one consultant manager, and two contracted consultants	44	$600	$26,400
	Travel for 50 (25 teachers in each of 2 content areas) teachers to two-day review and validation workshop	50	$150	$7,500
	Out-of-state trips for HS Reform Consultants for professional learning and program development	2	$1,500	$3,000
	In-state travel for HS Reform Consultants	10	$250	$2,500
	Out-of-state trips for TLF development and related projects	2	$1,500	$3,000
	In-state travel for TLF development and related projects	10	$250	$2,500
	Travel for 25 teachers each to 4 regional workshops on instructional unit development	100	$150	$15,000
	Travel for 25 teachers each to 4 regional workshops on instructional skills survey development	100	$150	$15,000
	Teacher Leader Training for MDE-developed professional development program; 2 one-day meetings per year; includes 1 night lodging @ $65 for 10 participants	20	$171	$3,420
	PD Stakeholder workgroup meetings; 4 one-day meetings per year; includes 1 night lodging @ $65 for 15 participants	60	$171	$10,260
				$0
	TOTAL			$88,580

Attachment G1.2

	Travel	# of Trips	Cost per Trip	Total
Year Three	Travel for 50 (25 teachers in each of 2 content areas) teachers to two-day review and validation workshop	50	$150	$7,500
	Travel to 4 regional curriculum framework roll-out events (Wayne Co., Grand Rapids, Traverse City, Marquette) for 8 involved consultants, one consultant manager, and two contracted consultants	44	$600	$26,400
	Out-of-state trips for HS Reform Consultants for professional learning and program development	2	$1,500	$3,000
	In-state travel for HS Reform Consultants	10	$250	$2,500
	Out-of-state trips for TLF development and related projects	2	$1,500	$3,000
	In-state travel for TLF development and related projects	10	$250	$2,500
	Travel for 25 teachers each to 4 regional workshops on instructional unit development	100	$150	$15,000
	Travel for 25 teachers each to 4 regional workshops on instructional skills survey development	100	$150	$15,000
	Teacher Leader Training for MDE-developed professional development program; 2 one-day meetings per year; includes 1 night lodging @ $65 for 20 participants	40	$171	$6,840
	PD Stakeholder workgroup meetings; 4 one-day meetings per year; includes 1 night lodging @ $65 for 15 participants	60	$171	$10,260
				$0
	TOTAL			$92,000

Attachment G1.2

	Travel	# of Trips	Cost per Trip	Total
Year Four	Travel for 50 (25 teachers in each of 2 content areas) teachers to two-day review and validation workshop	50	$150	$7,500
	Travel to 4 regional curriculum framework roll-out events (Wayne Co., Grand Rapids, Traverse City, Marquette) for 8 involved consultants, one consultant manager, and two contracted consultants	44	$600	$26,400
	Out-of-state trips for HS Reform Consultants for professional learning and program development	2	$1,500	$3,000
	In-state travel for HS Reform Consultants	10	$250	$2,500
	Out-of-state trips for TLF development and related projects	2	$1,500	$3,000
	In-state travel for TLF development and related projects	10	$250	$2,500
	Travel for 25 teachers each to 4 regional workshops on instructional unit development	100	$150	$15,000
	Travel for 25 teachers each to 4 regional workshops on instructional skills survey development	100	$150	$15,000
	Teacher Leader Training for MDE-developed professional development program; 2 one-day meetings per year; includes 1 night lodging @ $65 for 20 participants	40	$171	$6,840
	PD Stakeholder workgroup meetings; 4 one-day meetings per year; includes 1 night lodging @ $65 for 15 participants	60	$171	$10,260
				$0
	TOTAL			$92,000

4.	Equipment	Cost of Item	Qty.	Total
Years 1-4	N/A			$0
	TOTAL			$0

5.	Supplies	Cost of Item	Qty.	Total
Year One	InDesign/Final Cut Pro software for developing high-quality webinars, videos and podcasts regarding the adoption and implementation of the CCRS and CCK-12	$1,000	3	$3,000
	Printing, Postage for projects related to the roll-out of the CCRS and CCK-12	$5,000	1	$5,000
	Miscellaneous books, copies, etc. for teacher leaders (PD)	$5,000	1	$5,000
	Miscellaneous books, copies, etc. for PD stakeholder workgroup	$1,000	1	$1,000
	Apple MacPro computers for high quality development of materials for posting to the web regarding the adoption and implementation of the CCRS and CCK-12	$3,299	3	$9,897
	A/V equipment for podcasts regarding the adoption and implementation of the CCRS and CCK-12	$3,000	1	$3,000
	laptop computer for new-hire HS Reform consultants	$2,000	2	$4,000
	latptops for teacher leader PD participants	$2,000	5	$10,000
	Office supplies ($5000/FTE) for 5.3 FTE	$5,000	5.3	$26,500
	TOTAL			$67,397

	Supplies	Cost of Item	Qty.	Total
Year Two	Miscellaneous books, copies, etc. for teacher leaders (PD)	$10,000	1	$10,000
	Miscellaneous books, copies, etc. for PD stakeholder workgroup	$1,000	1	$1,000
	Office supplies ($5000/FTE) for 4.4 FTE	$5,000	4.4	$22,000
	latptops for teacher leader PD participants	$2,000	10	$20,000
	TOTAL			$53,000

	Supplies	Cost of Item	Qty.	Total
Year Three	Miscellaneous books, copies, etc. for teacher leaders (PD)	$20,000	1	$20,000
	Miscellaneous books, copies, etc. for PD stakeholder workgroup	$1,000	1	$1,000
	Office supplies ($5000/FTE) for 4.4 FTE	$5,000	4.4	$22,000
	latptops for teacher leader PD participants	$2,000	20	$40,000
	TOTAL			$83,000

	Supplies	Cost of Item	Qty.	Total
Year Four	Miscellaneous books, copies, etc. for teacher leaders (PD)	$20,000	1	$20,000
	Miscellaneous books, copies, etc. for PD stakeholder workgroup	$1,000	1	$1,000
	Office supplies ($5000/FTE) for 4.4 FTE	$5,000	4.4	$22,000
	latptops for teacher leader PD participants	$2,000	20	$40,000
	TOTAL			$83,000

6.	Contractual	Service(s) to Be Provided	Contract Amount	Total
Years 1–4	N/A			$0
	TOTAL			$0

7.	Training Stipends	Program Description	Cost	Total
Year One	Staff training for Final Cut Pro, InDesign, etc. for developing high-quality podcasts/webinars		$5,000	$5,000
				$0
				$0
				$0
				$0
	TOTAL			$5,000

8.	Other	Description	Cost	Total
Year One	Building Occupancy for 5.3 FTE	Rent of office space @ rate of $4600/FTE	$22,080	$22,080
	supplies and postage	supplies and postage	$8,000	$8,000
	DIT computer support ($5000 per FTE) for 5.3 FTE	tech support	$26,500	$26,500
	blackberry ($950 per FTE for managers) for 0.3 FTE	tech support	$285	$285
	Parking, event planning costs, etc. through MIEM for 4 regional events for 1200 people @ $40 per	event planning and MIEM-coordinated expenses	$192,000	$192,000
	Food/Beverage - $40 per person for 1200 people at 4 regional events	food/ beverage	$192,000	$192,000
	A/V equipment at regional event sites	equipment rental	$10,000	$10,000
	Facility rental for 4 regional events - $6000 for 2-day event at each of 4 regional sites	facility rental	$24,000	$24,000
	Meetings/Webinars/Podcasts for specific audiences (e.g. Middle Cities, Deans/Colleges of Education, Charter Authorizers, etc.), inlcuding technical requirements and online hosting	communications	$25,000	$25,000
	25 teachers to review and validate instructional skills surveys @ $125/day for substitute teacher fees	1	$3,125	$3,125
				$0
	TOTAL			$502,990

Attachment G1.2

	Other	Description	Cost	Total
Year Two	Building Occupancy for 4.4 FTE	Rent of office space @ rate of $4600/FTE	$16,560	$16,560
	supplies and postage	supplies and postage	$8,000	$8,000
	DIT computer support ($5000 per FTE) for 4.4 FTE	tech support	$22,000	$22,000
	blackberry ($950 per FTE for managers) for 0.1 FTE	tech support	$95	$95
	Parking, event planning costs, etc. through MIEM for 4 regional events for 1200 people @ $40 per	event planning and MIEM-coordinated expenses	$192,000	$192,000
	Food/Beverage - $40 per person for 1200 people at 4 regional events	food/ beverage	$192,000	$192,000
	A/V equipment at regional event sites	equipment rental	$10,000	$10,000
	Facility rental for 4 regional events - $6000 for 2-day event at each of 4 regional sites	facility rental	$24,000	$24,000
	Meetings/Webinars/Podcasts for specific audiences (e.g. Middle Cities, Deans/Colleges of Education, Charter Authorizers, etc.), inlcuding technical requirements and online hosting	communications	$25,000	$25,000
	25 teachers to review and validate curriculum components of the curriculum framework (25 teachers for each of 2 content areas @ $125/day for substitute teacher fees)	1	$6,250	$6,250
	25 teachers to review and validate instructional skills surveys @ $125/day for substitute teacher fees	1	$3,125	$3,125
	25 teachers each to attend 4 regional workshops on instructional unit development @ $125/day for substitute teacher fees	1	$12,500	$12,500
	TOTAL			$511,530

Attachment G1.2

	Other	Description	Cost	Total
Year Three	Building Occupancy for 4.4 FTE	Rent of office space @ rate of $4600/FTE	$16,560	$16,560
	supplies and postage	supplies and postage	$8,000	$8,000
	DIT computer support ($5000 per FTE) for 4.4 FTE	tech support	$22,000	$22,000
	blackberry ($950 per FTE for managers) for 0.1 FTE	tech support	$95	$95
	Parking, event planning costs, etc. through MIEM for 4 regional events for 1200 people @ $40 per	event planning and MIEM-coordinated expenses	$192,000	$192,000
	Food/Beverage - $40 per person for 1200 people at 4 regional events	food/ beverage	$192,000	$192,000
	A/V equipment at regional event sites	equipment rental	$10,000	$10,000
	Facility rental for 4 regional events - $6000 for 2-day event at each of 4 regional sites	facility rental	$24,000	$24,000
	Meetings/Webinars/Podcasts for specific audiences (e.g. Middle Cities, Deans/Colleges of Education, Charter Authorizers, etc.), inlcuding technical requirements and online hosting	communications	$25,000	$25,000
	25 teachers to review and validate curriculum components of the curriculum framework (25 teachers for each of 2 content areas @ $125/day for substitute teacher fees)	1	$6,250	$6,250
	25 teachers to review and validate instructional skills surveys @ $125/day for substitute teacher fees	1	$3,125	$3,125
	25 teachers each to attend 4 regional workshops on instructional unit development @ $125/day for substitute teacher fees	1	$12,500	$12,500
	TOTAL			$511,530

Attachment G1.2

	Other	Description	Cost	Total
Year Four	Building Occupancy for 4.4 FTE	Rent of office space @ rate of $4600/FTE	$16,560	$16,560
	supplies and postage	supplies and postage	$8,000	$8,000
	DIT computer support ($5000 per FTE) for 4.4 FTE	tech support	$22,000	$22,000
	blackberry ($950 per FTE for managers) for 0.1 FTE	tech support	$95	$95
	Parking, event planning costs, etc. through MIEM for 4 regional events for 1200 people @ $40 per	event planning and MIEM-coordinated expenses	$192,000	$192,000
	Food/Beverage - $40 per person for 1200 people at 4 regional events	food/ beverage	$192,000	$192,000
	A/V equipment at regional event sites	equipment rental	$10,000	$10,000
	Facility rental for 4 regional events - $6000 for 2-day event at each of 4 regional sites	facility rental	$24,000	$24,000
	Meetings/Webinars/Podcasts for specific audiences (e.g. Middle Cities, Deans/Colleges of Education, Charter Authorizers, etc.), inlcuding technical requirements and online hosting	communications	$25,000	$25,000
	25 teachers to review and validate curriculum components of the curriculum framework (25 teachers for each of 2 content areas @ $125/day for substitute teacher fees)	1	$6,250	$6,250
	25 teachers to review and validate instructional skills surveys @ $125/day for substitute teacher fees	1	$3,125	$3,125
	25 teachers each to attend 4 regional workshops on instructional unit development @ $125/day for substitute teacher fees	1	$12,500	$12,500
	TOTAL			$511,530

9.

Year One	Total Direct Costs (Total of 1-8 above)	$1,298,014
Year Two	Total Direct Costs (Total of 1-8 above)	$1,216,228
Year Three	Total Direct Costs (Total of 1-8 above)	$1,249,648
Year Four	Total Direct Costs (Total of 1-8 above)	$1,249,648

10.

	Indirect Costs	Base Cost (e.g. salary)	Indirect Cost Rate (decimal)	Total
Year One	indirect cost of above expenses (except equipment and individual contracts in excess of $25,000)	$1,298,014	0.102	$132,397
				$0
	TOTAL			$132,397

	Indirect Costs	Base Cost (e.g. salary)	Indirect Cost Rate (decimal)	Total
Year Two	indirect cost of above expenses (except equipment and individual contracts in excess of $25,000)	$1,216,228	0.102	$124,055
				$0
	TOTAL			$124,055

	Indirect Costs	Base Cost (e.g. salary)	Indirect Cost Rate (decimal)	Total
Year Three	indirect cost of above expenses (except equipment and individual contracts in excess of $25,000)	$1,249,648	0.102	$127,464
				$0
	TOTAL			$127,464

	Indirect Costs	Base Cost (e.g. salary)	Indirect Cost Rate (decimal)	Total
Year Four	indirect cost of above expenses (except equipment and individual contracts in excess of $25,000)	$1,249,648	0.102	$127,464
				$0
	TOTAL			$127,464

11.

	Funding for Involved LEAs: Activity	Purpose	Cost	# LEAs involved	Total
Years 1-4	N/A				$0
					$0
	TOTAL				$0

Attachment G1.2

12.	Supplemental Funding for Participating LEAs: Activity	Purpose	Cost	# LEAs involved	Total
Year One	Statewide Activity Supplement (SAS): Math/Science Center Funding for specific professional development in the mathematics components of the curriculum framework and instructional units tailored to high need and struggling schools	PD development and implementation	$4,000,000	1	$4,000,000
	Statewide Activity Supplement (SAS): Regional Literacy Center Funding for specific professional development in literacy components of the curriculum framework and instructional units tailored to high need and struggling schools	PD development and implementation	$500,000	1	$500,000
					$0
	TOTAL				$4,500,000

Additional Information for #12:

LEA	Rationale	Supplemen-tal Subgrant Cost	Total

	Supplemental Funding for Participating LEAs: Activity	Purpose	Cost	# LEAs involved	Total
Year Two	Statewide Activity Supplement (SAS): Math/Science Center Funding for specific professional development in the mathematics components of the curriculum framework and instructional units tailored to high need and struggling schools	PD development and implementation	$3,000,000	1	$3,000,000
	Statewide Activity Supplement (SAS): Regional Literacy Center Funding for specific professional development in literacy components of the curriculum framework and instructional units tailored to high need and struggling schools	PD development and implementation	$500,000	1	$500,000
	TOTAL				$3,500,000

Additional Information for #12:

LEA	Rationale	Supplemen-tal Subgrant Cost	Total
All participating districts will be given this additional SAS to meet the costs of those specific initiatives required to be completed by all LEAs in the state.			

	Supplemental Funding for Participating LEAs: Activity	Purpose	Cost	# LEAs involved	Total
Year Three	Statewide Activity Supplement (SAS): Math/Science Center Funding for specific professional development in the mathematics components of the curriculum framework and instructional units tailored to high need and struggling schools	PD development and implementation	$2,000,000	1	$2,000,000
	Statewide Activity Supplement (SAS): Regional Literacy Center Funding for specific professional development in literacy components of the curriculum framework and instructional units tailored to high need and struggling schools	PD development and implementation	$500,000	1	$500,000
	TOTAL				$2,500,000

Additional Information for #12:

LEA	Rationale	Supplemen-tal Subgrant Cost	Total
All participating districts will be given this additional SAS to meet the costs of those specific initiatives required to be completed by all LEAs in the state.			

	Supplemental Funding for Participating LEAs: Activity	Purpose	Cost	# LEAs involved	Total
Year Four	Statewide Activity Supplement (SAS): Math/Science Center Funding for specific professional development in the mathematics components of the curriculum framework and instructional units tailored to high need and struggling schools	PD development and implementation	$1,000,000	1	$1,000,000
	Statewide Activity Supplement (SAS): Regional Literacy Center Funding for specific professional development in literacy components of the curriculum framework and instructional units tailored to high need and struggling schools	PD development and implementation	$500,000	1	$500,000
	TOTAL				$1,500,000

Additional Information for #12:

LEA	Rationale	Supplemen-tal Subgrant Cost	Total
All participating districts will be given this additional SAS to meet the costs of those specific initiatives required to be completed by all LEAs in the state.			

Budget Part II: Project-Level Budget Table
Project Name: Balanced Assessments
Associated with Criteria: Standards and Assessments (B)(2) and (B)(3)
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$738,571	$738,571	$738,571	$738,571	$2,954,285
2. Fringe Benefits	$332,357	$332,357	$332,357	$332,357	$1,329,428
3. Travel	$149,700	$172,500	$172,500	$172,500	$667,200
4. Equipment	$5,000	$5,000	$5,000	$5,000	$20,000
5. Supplies	$117,397	$71,500	$71,500	$71,500	$331,897
6. Contractual	$53,250,000	$250,000	$250,000	$250,000	$54,000,000
7. Training Stipends	$0	$0	$0	$0	$0
8. Other	$105,685	$105,685	$105,685	$105,685	$422,740
9. Total Direct Costs (lines 1-8)	$54,698,710	$1,675,613	$1,675,613	$1,675,613	$59,725,551
10. Indirect Costs	$167,658	$147,453	$147,453	$147,453	$610,016
11. Funding for Involved LEAs	$0	$0	$0	$0	$0
12. Supplemental Funding for Participating LEAs	$0	$0	$0	$0	$0
13. Total Costs (lines 9-12)	$54,866,369	$1,823,066	$1,823,066	$1,823,066	$60,335,567

All applicants must provide a break-down by the applicable budget categories show in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Budget Part II: Project-Level Budget Narrative
Project Name: Balanced Assessments
Associated with Criteria: Standards and Assessments (B)(2) and (B)(3)
(Evidence for selection criterion (A)(2)(i)(d))

1.

Personnel: The following personnel will all be hired or funded as employees of the project.	% FTE (use decimal number)	Base Salary	Total
Joseph Martineau, OEAA Office Director, will provide oversight and management of balanced assessment project	0.3	$113,996	$34,199
Vince Dean, OEAA State Assessment Manager, will provide oversight and management of balanced assessment project	0.3	$97,693	$29,308
Steve Viger, OEAA Psychometrics and Accountability Manager, will provide oversight and management of balanced assessment project	0.3	$97,693	$29,308
Kyle Ward, OEAA mathematics consultant, will contribute to incorporation of common core mathematics standards into the balanced assessment system	0.1	$76,745	$7,675
Wendy Gould, OEAA ELA consultant, will contribute to incorporation of common core mathematics standards into the balanced assessment system	0.1	$76,745	$7,675
Andy Middlestead, OEAA development manager, will provide oversight on item development	0.1	$89,938	$8,994
Adam Wyse, OEAA psychometrician, will help ensure that the balanced assessment system is valid and reliable	0.1	$82,974	$8,297
Shiqi Hao, OEAA psychometrician, will help ensure that the balanced assessment system is valid and reliable	0.1	$82,974	$8,297
Chris Janzer, OEAA accountability analyst, will document and validate accountability measures that support the balanced assessment system	0.1	$50,560	$5,056
Jim Griffiths, OEAA administration and reporting manager, will facilitate the gathering of administration and reporting business rules	0.1	$82,974	$8,297

Year 1	Linda Howley, OEAA students with disabilities (SWD) consultant, will ensure that the balanced assessment system is accessible to SWD	0.1	$82,974	$8,297
	Jennifer Paul, OEAA English language learners (ELL) consultant, will ensure that the balanced assessment system is accessible to ELL	0.1	$76,745	$7,675
	Peg Manning, OEAA IT specialist, will oversee system development to support data use and application to student growth models	0.1	$89,938	$8,994
	new hire for math content assessment consultant, will lead mathematics item development for the interim benchmark and formative assessments	1	$61,800	$61,800
	new hire for ELA content assessment consultant, will lead reading and listening item development for the interim benchmark and formative assessments	1	$61,800	$61,800
	new hire for ELA content assessment consultant, will lead writing and speaking item development for the interim benchmark and formative assessments	1	$61,800	$61,800
	new hire for psychometric consultant, will ensure that the interim benchmark and formative assessments are valid and reliable	1	$72,100	$72,100
	new hire for psychometric consultant, will ensure that the interim benchmark and formative assessments are valid and reliable	1	$72,100	$72,100
	new hire for accountability analyst, will review LEA and ISD implementation of state specifications and guidelines for calculating student growth	1	$51,500	$51,500
	LEA and ISD implementation of state specifications and guidelines for calculating student growth	1	$51,500	$51,500
	new hire for IT specialist, will assist in the development of reporting mechanisms and data use specifications in support of state specifications and guidelines for calculating student growth	1	$72,100	$72,100
	new hire for composition specialist, will assist in the composition of interim benchmark and formative assessments	1	$61,800	$61,800
	TOTAL			$738,571

	Personnel: The following personnel will all be hired or funded as employees of the project.	% FTE (use decimal number)	Base Salary	Total
Year Two	Joseph Martineau	0.3	$113,996	$34,199
	Vince Dean	0.3	$97,693	$29,308
	Steve Viger	0.3	$97,693	$29,308
	Kyle Ward	0.1	$76,745	$7,675
	Wendy Gould	0.1	$76,745	$7,675
	Andy Middlestead	0.1	$89,938	$8,994
	Adam Wyse	0.1	$82,974	$8,297
	Shiqi hao	0.1	$82,974	$8,297
	Chris Janzer	0.1	$50,560	$5,056
	Jim Griffiths	0.1	$82,974	$8,297
	Linda Howley	0.1	$82,974	$8,297
	Jennifer Paul	0.1	$76,745	$7,675
	Peg Manning	0.1	$89,938	$8,994
	math content assessment consultant	1	$61,800	$61,800
	ELA content assessment consultant	1	$61,800	$61,800
	ELA content assessment consultant	1	$61,800	$61,800
	psychometric consultant	1	$72,100	$72,100
	psychometric consultant	1	$72,100	$72,100
	accountability analyst	1	$51,500	$51,500
	accountability analyst	1	$51,500	$51,500
	IT specialist	1	$72,100	$72,100
	composition specialist	1	$61,800	$61,800
	TOTAL			$738,571

Year Three	Personnel: The following personnel will all be hired or funded as employees of the project.	% FTE (use decimal number)	Base Salary	Total
	Joseph Martineau	0.3	$113,996	$34,199
	Vince Dean	0.3	$97,693	$29,308
	Steve Viger	0.3	$97,693	$29,308
	Kyle Ward	0.1	$76,745	$7,675
	Wendy Gould	0.1	$76,745	$7,675
	Andy Middlestead	0.1	$89,938	$8,994
	Adam Wyse	0.1	$82,974	$8,297
	Shiqi hao	0.1	$82,974	$8,297
	Chris Janzer	0.1	$50,560	$5,056
	Jim Griffiths	0.1	$82,974	$8,297
	Linda Howley	0.1	$82,974	$8,297
	Jennifer Paul	0.1	$76,745	$7,675
	Peg Manning	0.1	$89,938	$8,994
	math content assessment consultant	1	$61,800	$61,800
	ELA content assessment consultant	1	$61,800	$61,800
	ELA content assessment consultant	1	$61,800	$61,800
	psychometric consultant	1	$72,100	$72,100
	psychometric consultant	1	$72,100	$72,100
	accountability analyst	1	$51,500	$51,500
	accountability analyst	1	$51,500	$51,500
	IT specialist	1	$72,100	$72,100
	composition specialist	1	$61,800	$61,800
	TOTAL			$738,571

Year Four	Personnel: The following personnel will all be hired or funded as employees of the project.	% FTE (use decimal number)	Base Salary	Total
	Joseph Martineau	0.3	$113,996	$34,199
	Vince Dean	0.3	$97,693	$29,308
	Steve Viger	0.3	$97,693	$29,308
	Kyle Ward	0.1	$76,745	$7,675
	Wendy Gould	0.1	$76,745	$7,675
	Andy Middlestead	0.1	$89,938	$8,994
	Adam Wyse	0.1	$82,974	$8,297
	Shiqi hao	0.1	$82,974	$8,297
	Chris Janzer	0.1	$50,560	$5,056
	Jim Griffiths	0.1	$82,974	$8,297
	Linda Howley	0.1	$82,974	$8,297
	Jennifer Paul	0.1	$76,745	$7,675
	Peg Manning	0.1	$89,938	$8,994
	math content assessment consultant	1	$61,800	$61,800
	ELA content assessment consultant	1	$61,800	$61,800
	ELA content assessment consultant	1	$61,800	$61,800
	psychometric consultant	1	$72,100	$72,100
	psychometric consultant	1	$72,100	$72,100
	accountability analyst	1	$51,500	$51,500
	accountability analyst	1	$51,500	$51,500
	IT specialist	1	$72,100	$72,100
	composition specialist	1	$61,800	$61,800
	TOTAL			$738,571

2.	Fringe Benefits	Fringe Benefit % (decimal)	Total Base Salary	Total
Year One	10.9 FTE	0.45	$738,571	$332,357
				$0
				$0
	TOTAL			$332,357

	Fringe Benefits	Fringe Benefit % (decimal)	Total Base Salary	Total
Year Two	10.9 FTE	0.45	$738,571	$332,357
				$0
				$0
	TOTAL			$332,357

	Fringe Benefits	Fringe Benefit % (use decimal)	Base Salary	Total
Year Three	10.9 FTE	0.45	$738,571	$332,357
				$0
				$0
	TOTAL			$332,357

	Fringe Benefits	Fringe Benefit % (use decimal)	Base Salary	Total
Year Four	10.9 FTE	0.45	$738,571	$332,357
				$0
				$0
	TOTAL			$332,357

3.	Travel	# of Trips	Cost per Trip	Total
Year One	travel to assessment consortium/CCSSO-hosted common standards and assessments meetings; 12 meetings per year; average attendance of 5 MDE staff ($1150 per trip per person for airfare; $500 per trip per person for hotel; $100 per person per trip for rental car; $250 per person per trip per diem)	60	$2,000	$120,000
	travel to USED, NGA, or NAGB technical assistance meetings; 3 meetings per year; average attendance of 3 MDE staff ($1150 per trip per person for airfare; $500 per trip per person for hotel; $100 per person per trip for rental car; $250 per person per trip per diem)	9	$2,500	$22,500
	Travel to 4 regional roll-out events (Wayne Co., Grand Rapids, Traverse City, Marquette) for 3 MDE staff	12	$600	$7,200
				$0
	TOTAL			$149,700

	Travel	# of Trips	Cost per Trip	Total
Year Two	travel to assessment consortium/CCSSO-hosted common standards and assessments meetings; 12 meetings per year; average attendance of 5 MDE staff ($1150 per trip per person for airfare; $500 per trip per person for hotel; $100 per person per trip for rental car; $250 per person per trip per diem)	60	$2,500	$150,000
	travel to USED, NGA, or NAGB technical assistance meetings; 3 meetings per year; average attendance of 3 MDE staff ($1150 per trip per person for airfare; $500 per trip per person for hotel; $100 per person per trip for rental car; $250 per person per trip per diem)	9	$2,500	$22,500
				$0
	TOTAL			$172,500

	Travel	# of Trips	Cost per Trip	Total
Year Three	travel to assessment consortium/CCSSO-hosted common standards and assessments meetings; 12 meetings per year; average attendance of 5 MDE staff ($1150 per trip per person for airfare; $500 per trip per person for hotel; $100 per person per trip for rental car; $250 per person per trip per diem)	60	$2,500	$150,000
	travel to USED, NGA, or NAGB technical assistance meetings; 3 meetings per year; average attendance of 3 MDE staff ($1150 per trip per person for airfare; $500 per trip per person for hotel; $100 per person per trip for rental car; $250 per person per trip per diem)	9	$2,500	$22,500
				$0
	TOTAL			$172,500

	Travel: Travel expenses include the average mile reimbursements of $X each, in addition to an amount of per diem of $Y	# of Trips	Cost per Trip	Total
Year Four	travel to assessment consortium/CCSSO-hosted common standards and assessments meetings; 12 meetings per year; average attendance of 5 MDE staff ($1150 per trip per person for airfare; $500 per trip per person for hotel; $100 per person per trip for rental car; $250 per person per trip per diem)	60	$2,500	$150,000
	travel to USED, NGA, or NAGB technical assistance meetings; 3 meetings per year; average attendance of 3 MDE staff ($1150 per trip per person for airfare; $500 per trip per person for hotel; $100 per person per trip for rental car; $250 per person per trip per diem)	9	$2,500	$22,500
				$0
	TOTAL			$172,500

4.

Year One	Equipment	Cost of Item	Qty.	Total
	Copy machine lease	$5,000	1	$5,000
				$0
	TOTAL			$5,000

Year Two	Equipment	Cost of Item	Qty.	Total
	Copy machine lease	$5,000	1	$5,000
	TOTAL			$5,000

Year Three	Equipment	Cost of Item	Qty.	Total
	Copy machine lease	$5,000	1	$5,000
	TOTAL			$5,000

Year Four	Equipment	Cost of Item	Qty.	Total
	Copy machine lease	$5,000	1	$5,000
	TOTAL			$5,000

5.	Supplies	Cost of Item	Qty.	Total
Year One	Miscellaneous books, copies, etc. for assessment leaders	$5,000	1	$5,000
	Miscellaneous books, copies, etc. for professional development	$10,000	1	$10,000
	MacPro for assessment composition	$3,299	1	$3,299
	MacBook Pro for assessment composition	$2,299	2	$4,598
	CSU composition software license	$1,000	3	$3,000
	Non-Mac computers for new staff	$2,000	6	$12,000
	psychometric and statistical software	$10,000	2	$20,000
	office supplies (2.9FTE x $5000/FTE)	$5,000	2.9	$14,500
	supplies for new hires (9 FTE x $5000/FTE)	$5,000	9	$45,000
	TOTAL			$117,397

	Supplies	Cost of Item	Qty.	Total
Year Two	Miscellaneous books, copies, etc. for assessment leaders	$5,000	1	$5,000
	Miscellaneous books, copies, etc. for professional development	$10,000	1	$10,000
	psychometric and stat software maintenance	$1,000	2	$2,000
	office supplies (10.9FTE x $5000/FTE)	$5,000	10.9	$54,500
	TOTAL			$71,500

	Supplies	Cost of Item	Qty.	Total
Year Three	Miscellaneous books, copies, etc. for assessment leaders	$5,000	1	$5,000
	Miscellaneous books, copies, etc. for professional development	$10,000	1	$10,000
	psychometric and stat software maintenance	$1,000	2	$2,000
	office supplies (10.9FTE x $5000/FTE)	$5,000	10.9	$54,500
	TOTAL			$71,500

	Supplies	Cost of Item	Qty.	Total
Year Four	Miscellaneous books, copies, etc. for assessment leaders	$5,000	1	$5,000
	Miscellaneous books, copies, etc. for professional development	$10,000	1	$10,000
	psychometric and stat software maintenance	$1,000	2	$2,000
	office supplies (10.9FTE x $5000/FTE)	$5,000	10.9	$54,500
	TOTAL			$71,500

6.	Contractual	Service(s) to Be Provided	Contract Amount	Total
Year One	four-year contract for item and test development for interim benchmark assessment and formative assessment materials for state-tested subjects - TBD by consortia	development	$23,000,000	$23,000,000
	four-year contract for development and implementation of an online test delivery system for interim benchmark assessments for state-tested subjects - TBD by consortia	development	$4,000,000	$4,000,000
	four-year contract for production of accommodated and translated materials for interim benchmark and formative assessment for state-tested subjects - TBD by consortia	development	$8,000,000	$8,000,000
	four-year contract for psychometrics and research on scaling, equating, growth model validation, comparability studies, consequential validity studies, standard setting, etc. for state-tested subjects - TBD by consortia	R&D	$8,000,000	$8,000,000
	two-year RFP for complete OEAA secure site redesign to support individual student data access and connection of assessment data to teachers on state-tested subjects	development	$5,000,000	$5,000,000
	maintenance contracts with DIT and/or external vendors to enhance data collection and reporting capacity to support reform efforts	development	$250,000	$250,000
	four-year RFP to create repositories of prototype materials an dmodel classroom instruction/assessment strategies to support formative assessment - TBD by consortia	development	$2,000,000	$2,000,000
	Four-year RFP for third-part independent evaluation of assessment development and implementation - TBD by consortia	third-party independent evaluation	$3,000,000	$3,000,000
				$0
	TOTAL			$53,250,000

	Contractual	Service(s) to Be Provided	Contract Amount	Total
Year Two	maintenance contracts with DIT and/or external vendors to enhance data collection and reporting capacity to support reform efforts	development	$250,000	$250,000
	TOTAL			$250,000

	Contractual	Service(s) to Be Provided	Contract Amount	Total
Year Three	maintenance contracts with DIT and/or external vendors to enhance data collection and reporting capacity to support reform efforts	development	$250,000	$250,000
	TOTAL			$250,000

	Contractual	Service(s) to Be Provided	Contract Amount	Total
Year Four	maintenance contracts with DIT and/or external vendors to enhance data collection and reporting capacity to support reform efforts	development	$250,000	$250,000
	TOTAL			$250,000

8.

	Other	Description (e.g. communications, printing, postage, equipment rental)	Cost	Total
Year One	Building Occupancy for 10.9 FTE	Rent of office space @ rate of $4600/FTE	$50,140	$50,140
	DIT computer support ($5000/FTE) for 10.9 FTE	tech support	$54,500	$54,500
	blackberry ($950 per FTE) for 1.1 FTE	tech support	$1,045	$1,045
	TOTAL			$105,685

	Other	Description	Cost	Total
Year Two	Building Occupancy for 10.9 FTE	Rent of office space @ rate of $4600/FTE	$50,140	$50,140
	DIT computer support ($5000/FTE) for 10.9 FTE	tech support	$54,500	$54,500
	blackberry ($950 per FTE) for 1.1 FTE	tech support	$1,045	$1,045
	TOTAL			$105,685

	Other	Description	Cost	Total
Year Three	Building Occupancy for 10.9 FTE	Rent of office space @ rate of $4600/FTE	$50,140	$50,140
	DIT computer support ($5000/FTE) for 10.9 FTE	tech support	$54,500	$54,500
	blackberry ($950 per FTE) for 1.1 FTE	tech support	$1,045	$1,045
	TOTAL			$105,685

	Other	Description	Cost	Total
Year Four	Building Occupancy for 10.9 FTE	Rent of office space @ rate of $4600/FTE	$50,140	$50,140
	DIT computer support ($5000/FTE) for 10.9 FTE	tech support	$54,500	$54,500
	blackberry ($950 per FTE) for 1.1 FTE	tech support	$1,045	$1,045
	TOTAL			$105,685

9.

Year One	Total Direct Costs (Total of 1-8 above)	$54,698,710
Year Two	Total Direct Costs (Total of 1-8 above)	$1,675,613
Year Three	Total Direct Costs (Total of 1-8 above)	$1,675,613
Year Four	Total Direct Costs (Total of 1-8 above)	$1,675,613

10.

	Indirect Costs	Base Cost (e.g. salary)	Indirect Cost Rate (decimal)	Total
Year One	indirect cost of above expenses (except equipment and individual contracts in excess of $25,000)	$1,643,710	0.102	$167,658
	TOTAL			$167,658

	Indirect Costs	Base Cost (e.g. salary)	Indirect Cost Rate (decimal)	Total
Year Two	indirect cost of above expenses (except equipment and individual contracts in excess of $25,000)	$1,445,613	0.102	$147,453
	TOTAL			$147,453

	Indirect Costs	Base Cost (e.g. salary)	Indirect Cost Rate (decimal)	Total
Year Three	indirect cost of above expenses (except equipment and individual contracts in excess of $25,000)	$1,445,613	0.102	$147,453
	TOTAL			$147,453

	Indirect Costs	Base Cost (e.g. salary)	Indirect Cost Rate (decimal)	Total
Year Four	indirect cost of above expenses (except equipment and individual contracts in excess of $25,000)	$1,445,613	0.102	$147,453
	TOTAL			$147,453

11.

	Funding for Involved LEAs: Activity	Purpose	Cost	# LEAs involved	Total
Years 1 - 4	N/A				$0
	TOTAL				$0

12.

	Supplemental Funding for Participating LEAs: Activity	Purpose	Cost	# LEA consortia involved	Total
All Years	N/A				$0
	TOTAL				$0

Budget Part II: Project-Level Budget Table
Project Name: Fully impementing a statewide longitudinal data system; and Accessing and using State data
Associated with Criteria: Data SystemsData Systems (C)(1) and (C)(2)
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$37,080	$37,080	$37,080	$37,080	$148,320
2. Fringe Benefits	$16,686	$16,686	$16,686	$16,686	$66,744
3. Travel	$1,000	$1,000	$1,000	$1,000	$4,000
4. Equipment	$0	$0	$0	$0	$0
5. Supplies	$4,500	$2,500	$2,500	$2,500	$12,000
6. Contractual	$6,127,168	$4,302,168	$3,252,168	$2,452,168	$16,133,672
7. Training Stipends	$0	$0	$0	$0	$0
8. Other	$5,800	$5,800	$5,800	$5,800	$23,200
9. Total Direct Costs (lines 1-8)	$6,192,234	$4,365,234	$3,315,234	$2,515,234	$16,387,936
10. Indirect Costs	$21,937	$11,533	$11,533	$11,533	$56,535
11. Funding for Involved LEAs	$2,490,000	$0	$0	$0	$2,490,000
12. Supplemental Funding for Participating LEAs	$7,160,000	$0	$0	$0	$7,160,000
13. Total Costs (lines 9-12)	$15,864,171	$4,376,767	$3,326,767	$2,526,767	$26,094,471

All applicants must provide a break-down by the applicable budget categories show in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

NOTE: Under the budget proposal for this section, it should be noted that there is some overlap between the model proposed and that submitted under the Intitute for Education Sciences (IES) State Longitudinal Data Systems (SLDS) grant. If an SLDS grant were to be awarded to Michigan, there would be some offset between activities planned in the SLDS grant and the RTTT grant. As there are new requirements in the RTTT as proposed, Michigan would negotiate the difference or propose alternative use of overlapping funds.

Budget Part II: Project-Level Budget Table
Project Name: Fully impementing a statewide longitudinal data system; and Accessing and using State data
Associated with Criteria: Data SystemsData Systems (C)(1) and (C)(2)
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$37,080	$37,080	$37,080	$37,080	$148,320
2. Fringe Benefits	$16,686	$16,686	$16,686	$16,686	$66,744
3. Travel	$1,000	$1,000	$1,000	$1,000	$4,000
4. Equipment	$0	$0	$0	$0	$0
5. Supplies	$4,500	$2,500	$2,500	$2,500	$12,000
6. Contractual	$6,127,168	$4,302,168	$3,252,168	$2,452,168	$16,133,672
7. Training Stipends	$0	$0	$0	$0	$0
8. Other	$5,800	$5,800	$5,800	$5,800	$23,200
9. Total Direct Costs (lines 1-8)	$6,192,234	$4,365,234	$3,315,234	$2,515,234	$16,387,936
10. Indirect Costs	$21,937	$11,533	$11,533	$11,533	$56,535
11. Funding for Involved LEAs	$2,490,000	$0	$0	$0	$2,490,000
12. Supplemental Funding for Participating LEAs	$7,160,000	$0	$0	$0	$7,160,000
13. Total Costs (lines 9-12)	$15,864,171	$4,376,767	$3,326,767	$2,526,767	$26,094,471

All applicants must provide a break-down by the applicable budget categories show in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

NOTE: Under the budget proposal for this section, it should be noted that there is some overlap between the model proposed and that submitted under the Intitute for Education Sciences (IES) State Longitudinal Data Systems (SLDS) grant. If an SLDS grant were to be awarded to Michigan, there would be some offset between activities planned in the SLDS grant and the RTTT grant. As there are new requirements in the RTTT as proposed, Michigan would negotiate the difference or propose alternative use of overlapping funds.

Budget Part II: Project-Level Budget Narrative
Project Name: Fully impementing a statewide longitudinal data system; and Accessing and using State data
Associated with Criteria: Data SystemsData Systems (C)(1) and (C)(2)
(Evidence for selection criterion (A)(2)(i)(d))

1. **Year One**

Personnel: The following personnel will all be hired or funded as employees of the project.	% FTE (use decimal number)	Base Salary	Total
MDE: SLSD Liaison	0.5	$74,160	$37,080
			$0
			$0
			$0
			$0
TOTAL			$37,080

Year Two

Personnel: The following personnel will all be hired or funded as employees of the project.	% FTE (use decimal number)	Base Salary	Total
MDE: SLSD Liaison	0.5	$74,160	$37,080
			$0
			$0
			$0
			$0
TOTAL			$37,080

Year Three

Personnel: The following personnel will all be hired or funded as employees of the project.	% FTE (use decimal number)	Base Salary	Total
MDE: SLSD Liaison	0.5	$74,160	$37,080
			$0
			$0
			$0
			$0
TOTAL			$37,080

Year Four

Personnel: The following personnel will all be hired or funded as employees of the project.	% FTE (use decimal number)	Base Salary	Total
MDE: SLSD Liaison	0.5	$74,160	$37,080
			$0
			$0
			$0
			$0
TOTAL			$37,080

2.

	Fringe Benefits	Fringe Benefit % (decimal)	Base Salary	Total
Year One	MDE: SLSD Liaison	0.45	$37,080	$16,686
				$0
				$0
				$0
				$0
	TOTAL			$16,686

	Fringe Benefits	Fringe Benefit % (use decimal)	Base Salary	Total
Year Two	MDE: SLSD Liaison	0.45	$37,080	$16,686
				$0
				$0
				$0
				$0
	TOTAL			$16,686

	Fringe Benefits	Fringe Benefit % (use decimal)	Base Salary	Total
Year Three	MDE: SLSD Liaison	0.45	$37,080	$16,686
				$0
				$0
				$0
				$0
	TOTAL			$16,686

	Fringe Benefits	Fringe Benefit % (use decimal)	Base Salary	Total
Year Four	MDE: SLSD Liaison	0.45	$37,080	$16,686
				$0
				$0
				$0
				$0
	TOTAL			$16,686

3.

	Travel	# of Trips	Cost per Trip	Total
Year One	Michigan's mileage reimbursement rate is $0.43 per mile. The travel will be related to state-level coordination meetings with Universities, Community Colleges, Intermediate School Districts, Local School Districts and Public School Academies. The number of overnights have been limited to six.	4	$250	$1,000
	TOTAL			$1,000

	Travel	# of Trips	Cost per Trip	Total
Year Two	Michigan's mileage reimbursement rate is $0.43 per mile. The travel will be related to state-level coordination meetings with Universities, Community Colleges, Intermediate School Districts, Local School Districts and Public School Academies. The number of overnights have been limited to six.	4	$250	$1,000
	TOTAL			$1,000

	Travel	# of Trips	Cost per Trip	Total
Year Three	Michigan's mileage reimbursement rate is $0.43 per mile. The travel will be related to state-level coordination meetings with Universities, Community Colleges, Intermediate School Districts, Local School Districts and Public School Academies. The number of overnights have been limited to six.	4	$250	$1,000
	TOTAL			$1,000

	Travel	# of Trips	Cost per Trip	Total
Year Four	Michigan's mileage reimbursement rate is $0.43 per mile. The travel will be related to state-level coordination meetings with Universities, Community Colleges, Intermediate School Districts, Local School Districts and Public School Academies. The number of overnights have been limited to six.	4	$250	$1,000
	TOTAL			$1,000

4.

	Equipment	Cost of Item	Qty.	Total
Years 1 - 4	There is no equipment being directly purchased by MDE related to this project. These project needs are included in the contractor portion of the budget (purchased by CEPI/DIT - Other Costs).	$0	0	$0
	TOTAL			$0

5.	Supplies	Cost of Item	Qty.	Total
Year One	General Office - This computer is for the SDLS Liaison from MDE to work on interagency communications and planning related to system design and development throughout the life of the project.	$2,000	1	$2,000
	General Office - The cost of supplies (pens, paper, files, etc) and computer software supplies (software, printer toner, fax toner, etc), it is estimated that $5000 per year will help cover costs for the MDE staff associated with the grant.	$5,000	0.5	$2,500
	TOTAL			$4,500

	Supplies	Cost of Item	Qty.	Total
Year Two	General Office - The cost of supplies (pens, paper, files, etc) and computer software supplies (software, printer toner, fax toner, etc), it is estimated that $5000 per year will help cover costs for the MDE staff associated with the grant.	$5,000	0.5	$2,500
	TOTAL			$2,500

	Supplies	Cost of Item	Qty.	Total
Year Three	General Office - The cost of supplies (pens, paper, files, etc) and computer software supplies (software, printer toner, fax toner, etc), it is estimated that $5000 per year will help cover costs for the MDE staff associated with the grant.	$5,000	0.5	$2,500
	TOTAL			$2,500

	Supplies	Cost of Item	Qty.	Total
Year Four	General Office - The cost of supplies (pens, paper, files, etc) and computer software supplies (software, printer toner, fax toner, etc), it is estimated that $5000 per year will help cover costs for the MDE staff associated with the grant.	$5,000	0.5	$2,500
	TOTAL			$2,500

Attachment G1.4

6.	Contractual	Service(s) to Be Provided	Contract Amount	Total
Year One	CEPI/MDIT - The Center for Educational Performance and Information (CEPI) and the Michigan Department of Information Technology (MDIT) will coordinate and oversee the project components and outcomes. CEPI's expertise is in school, staff and student data collection and tracking, and MDIT is the technology arm of state government in Michigan. Together the two state agencies will be responsible for overseeing and completing the project deliverables.	Project Delivery	$1,140,179	$1,140,179
	CEPI/MDIT-Other - As subcontractors to MDE on this project, all costs associated with contractor travel, rent, phones, office supplies & materials, equipment, software and IT hosting charges are included in this amount. This amount is detailed out on the "Contractor Totals by Project" tab.		$320,989	$320,989
	Requirements Gathering - Emphasis on Adult Learners and Workforce - This item reflects the estimated cost of outside contractor services related to project deliverables.		$200,000	$200,000
	MSDS Enhancements (teacher/student connection) - This item reflects the estimated cost of outside contractor services related to the project.		$200,000	$200,000
	Student Financial Aid and Scholarship Connections - This item reflects the estimated cost of outside contractors to ready the financial aid and scholarship systems to interact with the Unique identification code process and to prepare data extracts.		$100,000	$100,000
	Data Model and ETL Development - This item reflects the estimated cost of outside contractor services related to project for developing the data marts, online analytical processing cubes, and overall database population from source systems.		$1,750,000	$1,750,000
	Portal and Report Development - This item reflects the estimated cost of contractor services related to project.		$1,500,000	$1,500,000
	Professional Development and Materials - All training materials, user guides, help aids and other web-based materials realted to the SLDS will be provided via outside contractor through this line item.		$300,000	$300,000
	P-20 Council Per Diems - Estimated costs associated with core participation of the P-20 Advisory Council Members (primarily travel and meeting costs) at quarterly policy/planning meetings.		$16,000	$16,000

State Research Collaborative Studies - This item reflects the estimated cost of work by postsecondary and research partners on the project.		$100,000	$100,000
Teacher Certification System Enhancements - Once student to teacher connections are complete, ensuring that the state licensure system synchronizes school district staff identities with licenses will allow the return of key performance indicators to postsecondary recommending institutions to help them measure effectiveness and potential need for program modifications.		$500,000	$500,000
TOTAL			$6,127,168

Attachment G1.4

	Contractual	Service(s) to Be Provided	Contract Amount	Total
Year Two	CEPI/MDIT - The Center for Educational Performance and Information (CEPI) and the Michigan Department of Information Technology (MDIT) will coordinate and oversee the project components and outcomes. CEPI's expertise is in school, staff and student data collection and tracking, and MDIT is the technology arm of state government in Michigan. Together the two state agencies will be responsible for overseeing and completing the project deliverables.	Project Delivery	$1,140,179	$1,140,179
	CEPI/MDIT-Other - As subcontractors to MDE on this project, all costs associated with contractor travel, rent, phones, office supplies & materials, equipment, software and IT hosting charges are included in this amount. This amount is detailed out on the "Contractor Totals by Project" tab.		$320,989	$320,989
	Data Model and ETL Development - This item reflects the estimated cost of outside contractor services related to project for developing the data marts, online analytical processing cubes, and overall database population from source systems.		$1,250,000	$1,250,000
	Portal and Report Development - This item reflects the estimated cost of contractor services related to project.		$1,300,000	$1,300,000
	Professional Development and Materials - All training materials, user guides, help aids and other web-based materials realted to the SLDS will be provided via outside contractor through this line item.		$175,000	$175,000
	P-20 Council Per Diems - Estimated costs associated with core participation of the P-20 Advisory Council Members (primarily travel and meeting costs) at quarterly policy/planning meetings.		$16,000	$16,000
	State Research Collaborative Studies - This item reflects the estimated cost of work by postsecondary and research partners on the project.		$100,000	$100,000
	TOTAL			$4,302,168

Attachment G1.4

	Contractual	Service(s) to Be Provided	Contract Amount	Total
Year Three	CEPI/MDIT - The Center for Educational Performance and Information (CEPI) and the Michigan Department of Information Technology (MDIT) will coordinate and oversee the project components and outcomes. CEPI's expertise is in school, staff and student data collection and tracking, and MDIT is the technology arm of state government in Michigan. Together the two state agencies will be responsible for overseeing and completing the project deliverables.	Project Delivery	$1,140,179	$1,140,179
	CEPI/MDIT-Other - As subcontractors to MDE on this project, all costs associated with contractor travel, rent, phones, office supplies & materials, equipment, software and IT hosting charges are included in this amount. This amount is detailed out on the "Contractor Totals by Project" tab.		$320,989	$320,989
	Data Model and ETL Development - This item reflects the estimated cost of outside contractor services related to project for developing the data marts, online analytical processing cubes, and overall database population from source systems.		$1,000,000	$1,000,000
	Portal and Report Development - This item reflects the estimated cost of contractor services related to project.		$500,000	$500,000
	Professional Development and Materials - All training materials, user guides, help aids and other web-based materials realted to the SLDS will be provided via outside contractor through this line item.		$175,000	$175,000
	P-20 Council Per Diems - Estimated costs associated with core participation of the P-20 Advisory Council Members (primarily travel and meeting costs) at quarterly policy/planning meetings.		$16,000	$16,000
	State Research Collaborative Studies - This item reflects the estimated cost of work by postsecondary and research partners on the project.		$100,000	$100,000
	TOTAL			$3,252,168

Attachment G1.4

	Contractual	Service(s) to Be Provided	Contract Amount	Total
Year Four	CEPI/MDIT - The Center for Educational Performance and Information (CEPI) and the Michigan Department of Information Technology (MDIT) will coordinate and oversee the project components and outcomes. CEPI's expertise is in school, staff and student data collection and tracking, and MDIT is the technology arm of state government in Michigan. Together the two state agencies will be responsible for overseeing and completing the project deliverables.	Project Delivery	$1,140,179	$1,140,179
	CEPI/MDIT-Other - As subcontractors to MDE on this project, all costs associated with contractor travel, rent, phones, office supplies & materials, equipment, software and IT hosting charges are included in this amount. This amount is detailed out on the "Contractor Totals by Project" tab.		$320,989	$320,989
	Data Model and ETL Development - This item reflects the estimated cost of outside contractor services related to project for developing the data marts, online analytical processing cubes, and overall database population from source systems.		$500,000	$500,000
	Portal and Report Development - This item reflects the estimated cost of contractor services related to project.		$200,000	$200,000
	Professional Development and Materials - All training materials, user guides, help aids and other web-based materials realted to the SLDS will be provided via outside contractor through this line item.		$175,000	$175,000
	P-20 Council Per Diems - Estimated costs associated with core participation of the P-20 Advisory Council Members (primarily travel and meeting costs) at quarterly policy/planning meetings.		$16,000	$16,000
	State Research Collaborative Studies - This item reflects the estimated cost of work by postsecondary and research partners on the project.		$100,000	$100,000
	TOTAL			$2,452,168

7.

	Training Stipends	Program Description	Cost	Total
Years 1 - 4	N/A			$0
				$0
				$0
	TOTAL			$0

8.

	Other	Description (e.g. communications, printing, postage, equipment rental)	Cost	Total
Year One	Rent - Funding to support the rent for space occupied by the MDE SLDS Liaison has been included in the amount of $15,900 which is the amount charged by the state for the space proportionate to the FTE value over the life of the grant.	Rent	$4,600	$4,600
	Telephone - This item supports the local and toll call charges related to the MDE Research Collaborative Partner at an estimated rate of $50 per month.	Phone	$600	$600
	Equipment Rental - Equipment rental has been estimated based on common use for similar positions. This includes pro rata shares of costs for fax machine use.	Fax	$600	$600
	TOTAL			$5,800

	Other	Description (e.g. communications, printing, postage,	Cost	Total
Year Two	Rent - Funding to support the rent for space occupied by the MDE SLDS Liaison has been included in the amount of $15,900 which is the amount charged by the state for the space proportionate to the FTE value over the life of the grant.	Rent	$4,600	$4,600
	Telephone - This item supports the local and toll call charges related to the MDE Research Collaborative Partner at an estimated rate of $50 per month.	Phone	$600	$600
	Equipment Rental - Equipment rental has been estimated based on common use for similar positions. This includes pro rata shares of costs for fax machine use.	Fax	$600	$600
	TOTAL			$5,800

Attachment G1.4

	Other	Description (e.g. communications, printing, postage, equipment	Cost	Total
Year Three	Rent - Funding to support the rent for space occupied by the MDE SLDS Liaison has been included in the amount of $15,900 which is the amount charged by the state for the space proportionate to the FTE value over the life of the grant.	Rent	$4,600	$4,600
	Telephone - This item supports the local and toll call charges related to the MDE Research Collaborative Partner at an estimated rate of $50 per month.	Phone	$600	$600
	Equipment Rental - Equipment rental has been estimated based on common use for similar positions. This includes pro rata shares of costs for fax machine use.	Fax	$600	$600
	TOTAL			$5,800

	Other	Description (e.g. communications, printing, postage,	Cost	Total
Year Four	Rent - Funding to support the rent for space occupied by the MDE SLDS Liaison has been included in the amount of $15,900 which is the amount charged by the state for the space proportionate to the FTE value over the life of the grant.	Rent	$4,600	$4,600
	Telephone - This item supports the local and toll call charges related to the MDE Research Collaborative Partner at an estimated rate of $50 per month.	Phone	$600	$600
	Equipment Rental - Equipment rental has been estimated based on common use for similar positions. This includes pro rata shares of costs for fax machine use.	Fax	$600	$600
	TOTAL			$5,800

9.

Year One	Total Direct Costs (Total of 1-8 above)	$6,192,234
Year Two	Total Direct Costs (Total of 1-8 above)	$4,365,234
Year Three	Total Direct Costs (Total of 1-8 above)	$3,315,234
Year Four	Total Direct Costs (Total of 1-8 above)	$2,515,234

10.

	Indirect Costs	Base Cost (e.g. salary)	Indirect Cost Rate (decimal)	Total
Year One	The indirect cost rate for this grant proposal is based on the federal approved rate for the Michigan Department of Education. It is the rate used for all activities from October 2008 through September 2009. The approved rate is 10.2% and applies to all of the grant activities in accordance with indirect cost rules.	$215,066	0.102	$21,937
				$0
	TOTAL			$21,937

	Indirect Costs	Base Cost (e.g. salary)	Indirect Cost Rate (decimal)	Total
Year Two	The indirect cost rate for this grant proposal is based on the federal approved rate for the Michigan Department of Education. It is the rate used for all activities from October 2008 through September 2009. The approved rate is 10.2% and applies to all of the grant activities in accordance with indirect cost rules.	$113,066	0.102	$11,533
				$0
				$0
	TOTAL			$11,533

Attachment G1.4

	Indirect Costs	Base Cost (e.g. salary)	Indirect Cost Rate (decimal)	Total
Year Three	The indirect cost rate for this grant proposal is based on the federal approved rate for the Michigan Department of Education. It is the rate used for all activities from October 2008 through September 2009. The approved rate is 10.2% and applies to all of the grant activities in accordance with indirect cost rules.	$113,066	0.102	$11,533
				$0
				$0
				$0
	TOTAL			$11,533

	Indirect Costs	Base Cost (e.g. salary)	Indirect Cost Rate (decimal)	Total
Year Four	The indirect cost rate for this grant proposal is based on the federal approved rate for the Michigan Department of Education. It is the rate used for all activities from October 2008 through September 2009. The approved rate is 10.2% and applies to all of the grant activities in accordance with indirect cost rules.	$113,066	0.102	$11,533
				$0
				$0
	TOTAL			$11,533

Budget Part II: Project-Level Budget Table
Project Name: Using Data to Improve Instruction
Associated with Criteria: Data Systems (C)(3)
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$70,775	$70,775	$70,775	$70,775	$283,100
2. Fringe Benefits	$31,849	$31,849	$31,849	$31,849	$127,396
3. Travel	$6,000	$6,000	$6,000	$6,000	$24,000
4. Equipment	$0	$0	$0	$0	$0
5. Supplies	$12,000	$10,000	$10,000	$10,000	$42,000
6. Contractual	$4,000,000	$2,150,000	$3,750,000	$0	$9,900,000
7. Training Stipends	$0	$0	$0	$0	$0
8. Other	$5,300	$5,300	$5,300	$5,300	$21,200
9. Total Direct Costs (lines 1-8)	$4,125,924	$2,273,924	$3,873,924	$123,924	$10,397,695
10. Indirect Costs	$17,944	$20,290	$17,740	$11,620	$67,595
11. Funding for Involved LEAs - funds will be distributed via Regional Data Initiatives	$0	$0	$0	$0	$0
12. Supplemental Funding for Participating LEAs					$0
13. Total Costs (lines 9-12)	$4,143,868	$2,294,214	$3,891,664	$135,544	$10,465,290

All applicants must provide a break-down by the applicable budget categories show in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Budget Part II: Project-Level Budget Narrative
Project Name: Using Data to Improve Instruction
Associated with Criteria: Data Systems (C)(3)
(Evidence for selection criterion (A)(2)(i)(d))

1.

Year One	Personnel: The following personnel will all be hired or funded as employees of the project.	% FTE (use decimal number)	Base Salary	Total
	Consultant: technical assistance and monitoring of RTTT funds granted to involved LEAs for the use of instructional improvement systems in the Regional Data Initiatives. Dwight Sinila, Education Technology Unit in OEII.	0.5	$76,441	$38,221
	Analyst: to be hired to provide data analysis and desk monitoring of RTTT funds to LEAs and to contractors.	0.5	$65,108	$32,554
				$0
				$0
				$0
	TOTAL			$70,775

Year Two	Personnel: The following personnel will all be hired or funded as employees of the project.	% FTE (use decimal number)	Base Salary	Total
	Consultant: technical assistance and monitoring of RTTT funds granted to involved LEAs for the use of instructional improvement systems in the Regional Data Initiatives. Dwight Sinila, Education Technology Unit in OEII.	0.5	$76,441	$38,221
	Analyst: to be hired to provide data analysis and desk monitoring of RTTT funds to LEAs and to contractors.	0.5	$65,108	$32,554
				$0
				$0
				$0
	TOTAL			$70,775

Year Three	Personnel: The following personnel will all be hired or funded as employees of the project.	% FTE (use decimal number)	Base Salary	Total
	Consultant: technical assistance and monitoring of RTTT funds granted to involved LEAs for the use of instructional improvement systems in the Regional Data Initiatives. Dwight Sinila, Education Technology Unit in OEII.	0.5	$76,441	$38,221
	Analyst: to be hired to provide data analysis and desk monitoring of RTTT funds to LEAs and to contractors.	0.5	$65,108	$32,554
				$0
				$0
				$0
	TOTAL			$70,775

Year Four	Personnel: The following personnel will all be hired or funded as employees of the project.	% FTE (use decimal number)	Base Salary	Total
	Consultant: technical assistance and monitoring of RTTT funds granted to involved LEAs for the use of instructional improvement systems in the Regional Data Initiatives. Dwight Sinila, Education Technology Unit in OEII.	0.5	$76,441	$38,221
	Analyst: to be hired to provide data analysis and desk monitoring of RTTT funds to LEAs and to contractors.	0.5	$65,108	$32,554
				$0
				$0
				$0
	TOTAL			$70,775

2.

Year One	Fringe Benefits	Fringe Benefit % (decimal)	Base Salary	Total
	Consultant	0.45	$38,221	$17,200
	Analyst	0.45	$32,554	$14,649
				$0
				$0
				$0
	TOTAL			$31,849

	Fringe Benefits	Fringe Benefit % (use decimal)	Base Salary	Total
Year Two	Consultant	0.45	$38,221	$17,200
	Analyst	0.45	$32,554	$14,649
				$0
				$0
				$0
	TOTAL			$31,849

	Fringe Benefits	Fringe Benefit % (use decimal)	Base Salary	Total
Year Three	Consultant	0.45	$38,221	$17,200
	Analyst	0.45	$32,554	$14,649
				$0
				$0
				$0
	TOTAL			$31,849

	Fringe Benefits	Fringe Benefit % (use decimal)	Base Salary	Total
Year Four	Consultant	0.45	$38,221	$17,200
	Analyst	0.45	$32,554	$14,649
				$0
				$0
				$0
	TOTAL			$31,849

3.

	Travel: Travel expenses $250/person/trip.	# of Trips	Cost per Trip	Total
Year One	Monitoring visits on site	24	$250	$6,000
				$0
				$0
				$0
				$0
	TOTAL			$6,000

	Travel: Travel expenses $250/person/trip.	# of Trips	Cost per Trip	Total
Year Two	Monitoring visits on site	24	$250	$6,000
				$0
				$0
				$0
				$0
	TOTAL			$6,000

	Travel: Travel expenses $250/person/trip.	# of Trips	Cost per Trip	Total
Year Three	Monitoring visits on site	24	$250	$6,000
				$0
				$0
				$0
				$0
	TOTAL			$6,000

	Travel: Travel expenses $250/person/trip.	# of Trips	Cost per Trip	Total
Year Four	Monitoring visits on site	24	$250	$6,000
				$0
				$0
				$0
				$0
	TOTAL			$6,000

4.	Equipment	Cost of Item	Qty.	Total
Years One - Four	N/A			$0
				$0
				$0
				$0
				$0
	TOTAL			$0

5.	Supplies	Cost of Item	Qty.	Total
Year One	laptop computer	$2,000	1	$2,000
	DIT support for 1 FTE	$5,000	1	$5,000
	general office supplies for 1 FTE	$5,000	1	$5,000
				$0
				$0
	TOTAL			$12,000

	Supplies	Cost of Item	Qty.	Total
Year Two	general office supplies for 1 FTE	$5,000	1	$5,000
	DIT support for 1 FTE	$5,000	1	$5,000
				$0
				$0
				$0
	TOTAL			$10,000

	Supplies	Cost of Item	Qty.	Total
Year Three	general office supplies for 1 FTE	$5,000	1	$5,000
	DIT support for 1 FTE	$5,000	1	$5,000
				$0
				$0
				$0
	TOTAL			$10,000

	Supplies	Cost of Item	Qty.	Total
Year Four	general office supplies for 1 FTE	$5,000	1	$5,000
	DIT support for 1 FTE	$5,000	1	$5,000
				$0
				$0
				$0
	TOTAL			$10,000

6.	Contractual	Service(s) to Be Provided	Contract Amount	Total
Year One	Researcher Access to Regional Data: The cost for an IT contract to build the web-based tools and services that would aggregate the data from the eight Regional Data Initiatives to give researchers access to statewide data. This will build on the work of the Regional Data Initiatives funded with Title II D grants to ensure consistent data access.	build tools	$2,000,000	$2,000,000
	Data to Increase Graduation Rate Reports: the cost for an IT contract to develop reports from the Regional Data Initiatives collected in each region to help LEAs build prevention and intervention services for students at risk of dropping out.	build report tool	$2,000,000	$2,000,000
				$0
				$0
	TOTAL			$4,000,000

	Contractual	Service(s) to Be Provided	Contract Amount	Total
Year Two	College Readiness Tracking: Contract to develop the electronic course tracking system with common course descriptions to build the state's capacity to report on college readiness and to facilitate the data exchange between the state's P-12 and Higher Education systems.	build report tool	$2,150,000	$2,150,000
				$0
	TOTAL			$2,150,000

	Contractual	Service(s) to Be Provided	Contract Amount	Total
Year Three	Develop Leader/Teacher Effectiveness Tool: contract to automate the pulling and aggregating of data to ensure a consistent system for teacher/leader effectiveness reporting.		$3,750,000	$3,750,000
				$0
				$0
	TOTAL			$3,750,000

	Contractual	Service(s) to Be Provided	Contract Amount	Total
Year Four	N/A			$0
				$0
				$0
				$0
				$0
	TOTAL			$0

7.	Training Stipends	Program Description	Cost	Total
Years One - Four	N/A			$0
				$0
				$0
				$0
				$0
	TOTAL			$0

8.	Other	Description (e.g. communications, printing, postage, equipment rental)	Cost	Total
Year One	building occupancy fees for 1 FTE		$4,600	$4,600
	conference calls and webinars		$700	$700
				$0
				$0
				$0
	TOTAL			$5,300

	Other	Description (e.g. communications, printing, postage, equipment rental)	Cost	Total
Year Two	building occupancy fees for 1 FTE		$4,600	$4,600
	conferences/webinars		$700	$700
				$0
				$0
				$0
	TOTAL			$5,300

	Other	Description (e.g. communications, printing, postage, equipment rental)	Cost	Total
Year Three	building occupancy fees for 1 FTE		$4,600	$4,600
	conference calls/webinars		$700	$700
				$0
				$0
				$0
	TOTAL			$5,300

	Other	Description (e.g. communications, printing, postage, equipment rental)	Cost	Total
Year Four	building occupancy fees for 1 FTE		$4,600	$4,600
	conference calls/webinars		$700	$700
				$0
				$0
				$0
	TOTAL			$5,300

9.

Year One	Total Direct Costs (Total of 1-8 above)	$4,125,924
Year Two	Total Direct Costs (Total of 1-8 above)	$2,273,924
Year Three	Total Direct Costs (Total of 1-8 above)	$3,873,924
Year Four	Total Direct Costs (Total of 1-8 above)	$123,924

10.

	Indirect Costs	Base Cost (e.g. salary)	Indirect Cost Rate (decimal)	Total
Year One	Researcher Access to Regional Data	$25,000	0.102	$2,550
	Building tools for dropout prevention reports	$25,000	0.102	$2,550
	Other Direct Costs	$125,924	0.102	$12,844
				$0
				$0
	TOTAL			$17,944

	Indirect Costs	Base Cost (e.g. salary)	Indirect Cost Rate (decimal)	Total
Year Two	Platform for Common Interim Assessment - DIT	$25,000	0.102	$2,550
	Common Interim Assessment - assessment development	$25,000	0.102	$2,550
	College Readiness Tracking	$25,000	0.102	$2,550
	Other Direct Costs	$123,924	0.102	$12,640
				$0
	TOTAL			$20,290

	Indirect Costs	Base Cost (e.g. salary)	Indirect Cost Rate (decimal)	Total
Year Three	Common Interim Assessment - validation of assessments	$25,000	0.102	$2,550
	Leader/Teacher effectiveness tool to aggregate data	$25,000	0.102	$2,550
	Other Direct Costs	$123,924	0.102	$12,640
				$0
				$0
	TOTAL			$17,740

	Indirect Costs	Base Cost (e.g. salary)	Indirect Cost Rate (decimal)	Total
Year Four	Other Direct Costs	$113,924	0.102	$11,620
				$0
				$0
				$0
				$0
	TOTAL			$11,620

11.

	Funding for Involved LEAs: Activity	Purpose	Cost	# LEAs involved	Total
Years One - Four	N/A				$0
					$0
					$0
					$0
					$0
	TOTAL				$0

12.

	Supplemental Funding for Participating LEAs: Activity	Purpose	Cost	# LEAs involved	Total
Years One - Four	N/A				$0
					$0
					$0
					$0
					$0
	TOTAL				$0

Additional Information for #12:

LEA	Rationale	Supplemen-tal Subgrant Cost	Total
N/A			

Attachment G1.5

Budget Part II: Project-Level Budget Table
Project Name: Teacher & Leader Pathway & Supply Enhancements
Associated with Criteria: (D)(1)
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$221,194	$221,194	$221,194	$221,194	$884,777
2. Fringe Benefits	$99,537	$99,537	$99,537	$99,537	$398,149
3. Travel	$32,000	$32,000	$32,000	$32,000	$128,000
4. Equipment	$1,000	$1,000	$1,000	$1,000	$4,000
5. Supplies	$121,300	$114,500	$114,500	$114,500	$464,800
6. Contractual	$2,634,537	$914,537	$914,537	$914,537	$5,378,149
7. Training Stipends	$75,000	$75,000	$75,000	$75,000	$300,000
8. Other	$29,835	$29,835	$29,835	$29,835	$119,340
9. Total Direct Costs (lines 1-8)	$3,214,404	$1,487,604	$1,487,604	$1,487,604	$7,677,215
10. Indirect Costs	$84,544	$83,851	$83,851	$83,851	$336,097
11. Funding for Involved LEAs	$0	$0	$0	$0	$0
12. Supplemental Funding for Participating LEAs	$0	$0	$0	$0	$0
13. Total Costs (lines 9-12)	$3,298,948	$1,571,455	$1,571,455	$1,571,455	$8,013,312

All applicants must provide a break-down by the applicable budget categories show in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Attachment G1.5

Budget Part II: Project-Level Budget Narrative
Project Name: Teacher & Leader Pathway & Supply Enhancements
Associated with Criteria: (D)(1)
(Evidence for selection criterion (A)(2)(i)(d))

1. Year One

Personnel: The following personnel will all be hired or funded as employees of the project.	Office	% FTE (use decimal number)	Annual Salary	Total
Flora Jenkins (director)	OPPS	0.1	$111,100	$11,110
New Education Consultant 14 (alternative certification)	OPPS	1	$80,558	$80,558
New Education Consultant 14 (teacher & leader shortages)	OPPS	1	$80,558	$80,558
Steve Stegink (prep institution liaison)	OPPS	0.1	$80,558	$8,056
New Department Analyst 12 (consultant support)	OPPS	0.5	$63,211	$31,606
New Secretary 9	OPPS	0.2	$46,530	$9,306
TOTAL		2.9		$221,194

Year Two

Personnel: The following personnel will all be hired or funded as employees of the project.	Office	% FTE (use decimal number)	Annual Salary	Total
Flora Jenkins (director)	OPPS	0.1	$111,100	$11,110
New Education Consultant 14 (alternative certification)	OPPS	1	$80,558	$80,558
New Education Consultant 14 (teacher & leader shortages)	OPPS	1	$80,558	$80,558
Steve Stegink (prep institution liaison)	OPPS	0.1	$80,558	$8,056
New Department Analyst 12 (consultant support)	OPPS	0.5	$63,211	$31,606
New Secretary 9	OPPS	0.2	$46,530	$9,306
TOTAL		2.9		$221,194

Year Three

Personnel: The following personnel will all be hired or funded as employees of the project.	Office	% FTE (use decimal number)	Annual Salary	Total
Flora Jenkins (director)	OPPS	0.1	$111,100	$11,110
New Education Consultant 14 (alternative certification)	OPPS	1	$80,558	$80,558
New Education Consultant 14 (teacher & leader shortages)	OPPS	1	$80,558	$80,558
Steve Stegink (prep institution liaison)	OPPS	0.1	$80,558	$8,056
New Department Analyst 12 (consultant support)	OPPS	0.5	$63,211	$31,606
New Secretary 9	OPPS	0.2	$46,530	$9,306
TOTAL		2.9		$221,194

Year Four

Personnel: The following personnel will all be hired or funded as employees of the project.	Office	% FTE (use decimal number)	Annual Salary	Total
Flora Jenkins (director)	OPPS	0.1	$111,100	$11,110
New Education Consultant 14 (alternative certification)	OPPS	1	$80,558	$80,558
New Education Consultant 14 (teacher & leader shortages)	OPPS	1	$80,558	$80,558
Steve Stegink (prep institution liaison)	OPPS	0.1	$80,558	$8,056
New Department Analyst 12 (consultant support)	OPPS	0.5	$63,211	$31,606
New Secretary 9	OPPS	0.2	$46,530	$9,306
TOTAL		2.9		$221,194

Attachment G1.5

2.

	Fringe Benefits	Fringe Benefit % (decimal)	Total Base Salary	Total
All years	Year 1 Personnel costs	0.45	$221,194	$99,537
	Year 2 Personnel costs	0.45	$221,194	$99,537
	Year 3 Personnel costs	0.45	$221,194	$99,537
	Year 4 Personnel costs	0.45	$221,194	$99,537
	TOTAL			$398,149

3.

	Travel	# of Trips	Cost per Trip	Total
Year One	In-State PD and TA for alt cert providers	24	$250	$6,000
	In-state PD and TA for shortage remediation	24	$250	$6,000
	Quarterly USED TA meetings (2 staff)	8	$2,500	$20,000
	TOTAL			$32,000

	Travel	# of Trips	Cost per Trip	Total
Year Two	In-State PD and TA for alt cert providers	24	$250	$6,000
	In-state PD and TA for shortage remediation	24	$250	$6,000
	Quarterly USED TA meetings (2 staff)	8	$2,500	$20,000
	TOTAL			$32,000

	Travel	# of Trips	Cost per Trip	Total
Year Three	In-State PD and TA for alt cert providers	24	$250	$6,000
	In-state PD and TA for shortage remediation	24	$250	$6,000
	Quarterly USED TA meetings (2 staff)	8	$2,500	$20,000
	TOTAL			$32,000

	Travel	# of Trips	Cost per Trip	Total
Year Four	In-State PD and TA for alt cert providers	24	$250	$6,000
	In-state PD and TA for shortage remediation	24	$250	$6,000
	Quarterly USED TA meetings (2 staff)	8	$2,500	$20,000
	TOTAL			$32,000

4.

	Equipment	Cost of Item	Qty.	Total
Yr 1	Copy machine lease	$ 5,000.00	0.2	$1,000
				$0
	TOTAL			$1,000

	Equipment	Cost of Item	Qty.	Total
Yr 2	Copy machine lease	$ 5,000.00	0.2	$1,000
				$0
	TOTAL			$1,000

	Equipment	Cost of Item	Qty.	Total
Yr 3	Copy machine lease	$ 5,000.00	0.2	$1,000
				$0
	TOTAL			$1,000

	Equipment	Cost of Item	Qty.	Total
Yr 4	Copy machine lease	$ 5,000.00	0.2	$1,000
				$0
	TOTAL			$1,000

Attachment G1.5

5.	Supplies	Cost of Item	Qty.	Total
Yr 1	Computers for staff	$ 2,000	2.9	$5,800
	Projectors	$ 500	2.0	$1,000
	CSS&M ($5,000 per FTE)	$ 5,000	2.9	$14,500
	Materials for PD and TA meetings	$ 100,000	1.0	$100,000
	TOTAL			$121,300

	Supplies	Cost of Item	Qty.	Total
Yr 2	CSS&M ($5,000 per FTE)	$ 5,000	2.9	$14,500
	Materials for PD and TA meetings	$ 100,000	1.0	$100,000
	TOTAL			$114,500

	Supplies	Cost of Item	Qty.	Total
Yr 3	CSS&M ($5,000 per FTE)	$ 5,000	2.9	$14,500
	Materials for PD and TA meetings	$ 100,000	1.0	$100,000
	TOTAL			$114,500

	Supplies	Cost of Item	Qty.	Total
Yr 4	CSS&M ($5,000 per FTE)	$ 5,000	2.9	$14,500
	Materials for PD and TA meetings	$ 100,000	1.0	$100,000
	TOTAL			$114,500

Attachment G1.5

6.

	Contractual	Service(s) to Be Provided	Contract Amount	Total
Year One	Modification to the L2K licensure database to account for alternative certification requirements and administrator certification requirements	IT dev	$800,000	$800,000
	Development of public reporting site for alternative cert	IT dev	$250,000	$250,000
	Study of shortage areas	Research	$300,000	$300,000
	Consequential validity studies on alternative certification & teacher shortages, and targeted production incentives	Research	$200,000	$200,000
	Competitive RFP for Prep Institutions to Focus on Models to Assure Adequate Production in Areas of Teacher Shortages, with Focus on STEM and Stipends for Meeting Targets	Targeted production	$900,000	$900,000
	Technical Advisory Committee ongoing meetings (1 meeting/year) to review technical quality of consequential validity studies	Review	$30,000	$30,000
	P-20 Council review and feedback (1 meeting/year, $25,000 each) on alt cert, shortages, and targeted production	Review	$25,000	$25,000
	New DIT Info Tech mgr (0.25 FTE * 1.45 [salary + fringe])	System support	$28,803	$28,803
	New DIT IT programmer analysts (0.5 FTE * 1.45 [salary & fringe])	System support	$50,367	$50,367
	New CEPI IT programmer/analysts (0.5 FTE * 1.45 [salary & fringe])	System support	$50,367	$50,367
	TOTAL			$2,634,537

	Contractual	Service(s) to Be Provided	Contract Amount	Total
Year Two	Maintenance and enhancement of L2K licensure database	IT dev	$100,000	$100,000
	Maintenance of public reporting for alt cert	IT dev	$30,000	$30,000
	Contined study of shortage areas	Research	$100,000	$100,000
	Continued consequential validity studies	Research	$50,000	$50,000
	Competitive RFP for Prep Institutions to Focus Production	Production	$450,000	$450,000
	Technical Advisory Committee ongoing meetings	Review	$30,000	$30,000
	P-20 Council review and feedback (6 meetings per year, $25,000 each)	Review	$25,000	$25,000
	DIT Info Tech mgr (0.25 FTE * 1.45)	Support	$28,803	$28,803
	DIT IT programmer analysts (0.5 FTE * 1.45)	Support	$50,367	$50,367
	CEPI IT programmer/analysts (0.5 FTE * 1.45)	Support	$50,367	$50,367
	TOTAL			$914,537

	Contractual	Service(s) to Be Provided	Contract Amount	Total
Year Three	Maintenance and enhancement of L2K licensure database	IT dev	$100,000	$100,000
	Maintenance of public reporting for alt cert	IT dev	$30,000	$30,000
	Contined study of shortage areas	Research	$100,000	$100,000
	Continued consequential validity studies	Research	$50,000	$50,000
	Competitive RFP for Prep Institutions to Focus Production	Production	$450,000	$450,000
	Technical Advisory Committee ongoing meetings	Review	$30,000	$30,000
	P-20 Council review and feedback (6 meetings per year, $25,000	Review	$25,000	$25,000
	DIT Info Tech mgr (0.25 FTE * 1.45)	Support	$28,803	$28,803
	DIT IT programmer analysts (0.5 FTE * 1.45)	Support	$50,367	$50,367
	CEPI IT programmer/analysts (0.5 FTE * 1.45)	Support	$50,367	$50,367
	TOTAL			$914,537

	Contractual	Service(s) to Be Provided	Contract Amount	Total
Year Four	Maintenance and enhancement of L2K licensure database	IT dev	$100,000	$100,000
	Maintenance of public reporting for alt cert	IT dev	$30,000	$30,000
	Contined study of shortage areas	Research	$100,000	$100,000
	Continued consequential validity studies	Research	$50,000	$50,000
	Competitive RFP for Prep Institutions to Focus Production	Production	$450,000	$450,000
	Technical Advisory Committee ongoing meetings	Review	$30,000	$30,000
	P-20 Council review and feedback (6 meetings per year, $25,000 each)	Review	$25,000	$25,000
	DIT Info Tech mgr (0.25 FTE * 1.45)	Support	$28,803	$28,803
	DIT IT programmer analysts (0.5 FTE * 1.45)	Support	$50,367	$50,367
	CEPI IT programmer/analysts (0.5 FTE * 1.45)	Support	$50,367	$50,367
	TOTAL			$914,537

Attachment G1.5

7.

	Training Stipends	Cost	Number	Total
Year 1	IHE leadership yearly training stipends on shortage models and targeted production (25 IHEs, 50 staff)	$ 1,500	50	$75,000
	TOTAL			$75,000

	Training Stipends	Cost	Number	Total
Year 2	IHE leadership yearly training stipends on shortage models and targeted production (25 IHEs, 50 staff)	$ 1,500	50	$75,000
	TOTAL			$75,000

	Training Stipends	Cost	Number	Total
Year 3	IHE leadership yearly training stipends on shortage models and targeted production (25 IHEs, 50 staff)	$ 1,500	50	$75,000
	TOTAL			$75,000

	Training Stipends	Cost	Number	Total
Year 4	IHE leadership yearly training stipends on shortage models and targeted production (25 IHEs, 50 staff)	$ 1,500	50	$75,000
	TOTAL			$75,000

8.

	Other	FTE	Cost	Total
Yr 1	Rent	2.9	$4,600	$13,340
	DIT Computer support	2.9	$5,000	$14,500
	Blackberry - selected staff	2.1	$950	$1,995
	TOTAL			$29,835

	Other	FTE	Cost	Total
Yr 2	Rent	2.9	$4,600	$13,340
	DIT Computer support	2.9	$5,000	$14,500
	Blackberry - selected staff	2.1	$950	$1,995
	TOTAL			$29,835

	Other	FTE	Cost	Total
Yr 3	Rent	2.9	$4,600	$13,340
	DIT Computer support	2.9	$5,000	$14,500
	Blackberry - selected staff	2.1	$950	$1,995
	TOTAL			$29,835

	Other	FTE	Cost	Total
Yr 4	Rent	2.9	$4,600	$13,340
	DIT Computer support	2.9	$5,000	$14,500
	Blackberry - selected staff	2.1	$950	$1,995
	TOTAL			$29,835

9.

Year One	Total Direct Costs (Total of 1-8 above)	$3,214,404
Year Two	Total Direct Costs (Total of 1-8 above)	$1,487,604
Year Three	Total Direct Costs (Total of 1-8 above)	$1,487,604
Year Four	Total Direct Costs (Total of 1-8 above)	$1,487,604

Attachment G1.5

10.

	Indirect Costs as per agreement with Feds	Base Cost	Indirect Cost Rate (decimal)	Total
Yr 1	Total value of contracts < $25K	$0	0.102	$0
	10 contracts with value >= $25,000 = $250,000 base cost	$250,000	0.102	$25,500
	All other direct costs (minus equipment)	$578,867	0.102	$59,044
	TOTAL			$84,544

	Indirect Costs	Base Cost (e.g. salary)	Indirect Cost Rate (decimal)	Total
Yr 2	Total value of contracts < $25K	$0	0.102	$0
	10 contracts with value >= $25,000 = $250,000 base cost	$250,000	0.102	$25,500
	All other direct costs (minus equipment)	$572,067	0.102	$58,351
	TOTAL			$83,851

	Indirect Costs	Base Cost (e.g. salary)	Indirect Cost Rate (decimal)	Total
Yr 3	Total value of contracts < $25K	$0	0.102	$0
	10 contracts with value >= $25,000 = $250,000 base cost	$250,000	0.102	$25,500
	All other direct costs (minus equipment)	$572,067	0.102	$58,351
	TOTAL			$83,851

	Indirect Costs	Base Cost (e.g. salary)	Indirect Cost Rate (decimal)	Total
Yr 4	Total value of contracts < $25K	$0	0.102	$0
	10 contracts with value >= $25,000 = $250,000 base cost	$250,000	0.102	$25,500
	All other direct costs (minus equipment)	$572,067	0.102	$58,351
	TOTAL			$83,851

11.

	Funding for Involved LEAs: Activity	Purpose	Cost	# LEAs involved	Total
Years 1 - 4	N/A				
	TOTAL				$0

Attachment G1.5

12.	Supplemental Funding for Participating LEAs: Activity	Purpose	Cost	# consortia or LEAs involved	Total
Years 1 - 4	N/A				$0
					$0
	TOTAL				$0

Additional Information for #12:

LEA	Rationale	Supplemen-tal Subgrant Cost	Total

Attachment G1.6

Budget Part II: Project-Level Budget Table
Project Name: Design/Implement Educator Evaluations Based Significantly on Student Growth
Associated with Criteria: (D)(2)
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$384,320	$384,320	$384,320	$384,320	$1,537,279
2. Fringe Benefits	$172,944	$172,944	$172,944	$172,944	$691,775
3. Travel	$64,000	$64,000	$64,000	$64,000	$256,000
4. Equipment	$12,000	$2,000	$2,000	$2,000	$18,000
5. Supplies	$166,000	$132,500	$132,500	$132,500	$563,500
6. Contractual	$2,890,272	$750,272	$750,272	$750,272	$5,141,086
7. Training Stipends	$0	$0	$0	$0	$0
8. Other	$50,090	$50,090	$50,090	$50,090	$200,360
9. Total Direct Costs (lines 1-8)	$3,739,625	$1,556,125	$1,556,125	$1,556,125	$8,408,001
10. Indirect Costs	$110,910	$107,493	$107,493	$107,493	$433,389
11. Funding for Involved LEAs	$25,000	$25,000	$25,000	$25,000	$100,000
12. Supplemental Funding for Participating LEAs	$2,185,250	$185,250	$185,250	$185,250	$2,741,000
13. Total Costs (lines 9-12)	$6,060,785	$1,873,868	$1,873,868	$1,873,868	$11,682,390

All applicants must provide a break-down by the applicable budget categories show in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Attachment G1.6

Budget Part II: Project-Level Budget Narrative
Project Name: Design/Implement Educator Evaluations Based Significantly on Student Growth
Associated with Criteria: (D)(2)
(Evidence for selection criterion (A)(2)(i)(d))

1. Year One

Personnel: The following personnel will all be hired or funded as employees of the project.	Office	% FTE (use decimal number)	Annual Salary	Total
Flora Jenkins (director)	OPPS	0.1	$111,100	$11,110
New Ed Consultant 14 (teacher & leader effectiveness)	OPPS	1	$80,558	$80,558
New Department Analyst 12 (consultant support)	OPPS	0.5	$63,211	$31,606
New Secretary 9	OPPS	0.2	$46,530	$9,306
Joseph Martineau (director)	OEAA	0.2	$111,100	$22,220
Steve Viger (accountability & psychometrics manager)	OEAA	0.2	$94,848	$18,970
Vince Dean (manager of assessment)	OEAA	0.1	$94,848	$9,485
Vacant (manager of accountability)	OEAA	0.2	$87,880	$17,576
New Ed Research Consultant 14 (educator effectiveness)	OEAA	1	$80,558	$80,558
New Dept. Analyst 12 (accountability)	OEAA	0.6	$63,211	$37,927
David Judd (project management)	OEAA	0.2	$103,782	$20,756
Peg Manning (data quality specialist)	OEAA	0.2	$63,211	$12,642
New Secretary 9 (accountability & evaluation)	OEAA	0.5	$63,211	$31,606
TOTAL		5.0		$384,320

Year Two

Personnel: The following personnel will all be hired or funded as employees of the project.	Office	% FTE (use decimal number)	Annual Salary	Total
Flora Jenkins (director)	OPPS	0.1	$111,100	$11,110
New Ed Consultant 14 (teacher & leader effectiveness)	OPPS	1	$80,558	$80,558
New Department Analyst 12 (consultant support)	OPPS	0.5	$63,211	$31,606
New Secretary 9	OPPS	0.2	$46,530	$9,306
Joseph Martineau (director)	OEAA	0.2	$111,100	$22,220
Steve Viger (accountability & psychometrics manager)	OEAA	0.2	$94,848	$18,970
Vince Dean (manager of assessment)	OEAA	0.1	$94,848	$9,485
Vacant (manager of accountability)	OEAA	0.2	$87,880	$17,576
New Ed Research Consultant 14 (educator effectiveness)	OEAA	1	$80,558	$80,558
New Dept. Analyst 12 (accountability)	OEAA	0.6	$63,211	$37,927
David Judd (project management)	OEAA	0.2	$103,782	$20,756
Peg Manning (data quality specialist)	OEAA	0.2	$63,211	$12,642
New Secretary 9 (accountability & evaluation)	OEAA	0.5	$63,211	$31,606
TOTAL		5.0		$384,320

Year Three

Personnel: The following personnel will all be hired or funded as employees of the project.	Office	% FTE (use decimal number)	Annual Salary	Total
Flora Jenkins (director)	OPPS	0.1	$111,100	$11,110
New Ed Consultant 14 (teacher & leader effectiveness)	OPPS	1	$80,558	$80,558
New Department Analyst 12 (consultant support)	OPPS	0.5	$63,211	$31,606
New Secretary 9	OPPS	0.2	$46,530	$9,306
Joseph Martineau (director)	OEAA	0.2	$111,100	$22,220
Steve Viger (accountability & psychometrics manager)	OEAA	0.2	$94,848	$18,970
Vince Dean (manager of assessment)	OEAA	0.1	$94,848	$9,485
Vacant (manager of accountability)	OEAA	0.2	$87,880	$17,576
New Ed Research Consultant 14 (educator effectiveness)	OEAA	1	$80,558	$80,558
New Dept. Analyst 12 (accountability)	OEAA	0.6	$63,211	$37,927
David Judd (project management)	OEAA	0.2	$103,782	$20,756
Peg Manning (data quality specialist)	OEAA	0.2	$63,211	$12,642
New Secretary 9 (accountability & evaluation)	OEAA	0.5	$63,211	$31,606
TOTAL		5.0		$384,320

Attachment G1.6

	Personnel: The following personnel will all be hired or funded as employees of the project.	Office	% FTE (use decimal number)	Annual Salary	Total
Year Four	Flora Jenkins (director)	OPPS	0.1	$111,100	$11,110
	New Ed Consultant 14 (teacher & leader effectiveness)	OPPS	1	$80,558	$80,558
	New Department Analyst 12 (consultant support)	OPPS	0.5	$63,211	$31,606
	New Secretary 9	OPPS	0.2	$46,530	$9,306
	Joseph Martineau (director)	OEAA	0.2	$111,100	$22,220
	Steve Viger (accountability & psychometrics manager)	OEAA	0.2	$94,848	$18,970
	Vince Dean (manager of assessment)	OEAA	0.1	$94,848	$9,485
	Vacant (manager of accountability)	OEAA	0.2	$87,880	$17,576
	New Ed Research Consultant 14 (educator effectiveness)	OEAA	1	$80,558	$80,558
	New Dept. Analyst 12 (accountability)	OEAA	0.6	$63,211	$37,927
	David Judd (project management)	OEAA	0.2	$103,782	$20,756
	Peg Manning (data quality specialist)	OEAA	0.2	$63,211	$12,642
	New Secretary 9 (accountability & evaluation)	OEAA	0.5	$63,211	$31,606
	TOTAL		5.0		$384,320

2.

	Fringe Benefits	Fringe Benefit % (decimal)	Total Base Salary	Total
All years	Year 1 Personnel costs	0.45	$384,320	$172,944
	Year 2 Personnel costs	0.45	$384,320	$172,944
	Year 3 Personnel costs	0.45	$384,320	$172,944
	Year 4 Personnel costs	0.45	$384,320	$172,944
	TOTAL			$691,775

3.

	Travel:	# of Trips	Cost per Trip	Total
Year One	Quarterly USED TA meetings (2 staff)	8	$2,500	$20,000
	CCSSO SCASS memberships (for TA)	1	$20,000	$20,000
	In-State PD & TA on using growth measures in evaluations	24	$250	$6,000
	In-State PD and TA on compensation, promotion, tenure, and retaining/removing ineffective educators	24	$250	$6,000
	In-state PD and TA for assisting LEAS in identifying consistently high performing teachers and leaders	24	$250	$6,000
	In-state PD and TA for highly effective teachers and leaders to serve as coaches and mentors to less effective educators	24	$250	$6,000
	TOTAL			$64,000

	Travel	# of Trips	Cost per Trip	Total
Year Two	Quarterly USED TA meetings (2 staff)	8	$2,500	$20,000
	CCSSO SCASS memberships (for TA)	1	$20,000	$20,000
	In-State PD & TA on using growth measures in evaluations	24	$250	$6,000
	In-State PD and TA on compensation, promotion, tenure, and retaining/removing ineffective educators	24	$250	$6,000
	In-state PD and TA for assisting LEAS in identifying consistently high performing teachers and leaders	24	$250	$6,000
	In-state PD and TA for highly effective teachers and leaders to serve as coaches and mentors to less effective educators	24	$250	$6,000
	TOTAL			$64,000

Attachment G1.6

	Travel	# of Trips	Cost per Trip	Total
Year Three	Quarterly USED TA meetings (2 staff)	8	$2,500	$20,000
	CCSSO SCASS memberships (for TA)	1	$20,000	$20,000
	In-State PD & TA on using growth measures in evaluations	24	$250	$6,000
	In-State PD and TA on compensation, promotion, tenure, and retaining/removing ineffective educators	24	$250	$6,000
	In-state PD and TA for assisting LEAS in identifying consistently high performing teachers and leaders	24	$250	$6,000
	In-state PD and TA for highly effective teachers and leaders to serve as coaches and mentors to less effective educators	24	$250	$6,000
	TOTAL			$64,000

	Travel	# of Trips	Cost per Trip	Total
Year Four	Quarterly USED TA meetings (2 staff)	8	$2,500	$20,000
	CCSSO SCASS memberships (for TA)	1	$20,000	$20,000
	In-State PD & TA on using growth measures in evaluations	24	$250	$6,000
	In-State PD and TA on compensation, promotion, tenure, and retaining/removing ineffective educators	24	$250	$6,000
	In-state PD and TA for assisting LEAS in identifying consistently high performing teachers and leaders	24	$250	$6,000
	In-state PD and TA for highly effective teachers and leaders to serve as coaches and mentors to less effective educators	24	$250	$6,000
	TOTAL			$64,000

4.

	Equipment	Cost of Item	Qty.	Total
Yr 1	Copy machine lease	$ 5,000.00	0.4	$2,000
	New server hardware	$ 10,000.00	0.5	$5,000
	New server software	$ 10,000.00	0.5	$5,000
	TOTAL			$12,000

	Equipment	Cost of Item	Qty.	Total
Yr 2	Copy machine lease	$ 5,000.00	0.4	$2,000
				$0
	TOTAL			$2,000

	Equipment	Cost of Item	Qty.	Total
Yr 3	Copy machine lease	$ 5,000.00	0.4	$2,000
				$0
	TOTAL			$2,000

	Equipment	Cost of Item	Qty.	Total
Yr 4	Copy machine lease	$ 5,000.00	0.4	$2,000
				$0
	TOTAL			$2,000

Attachment G1.6

5.

	Supplies	Cost of Item	Qty.	Total
Yr 1	Computers for staff	$ 2,000	5.0	$10,000
	Projectors	$ 500	2.0	$1,000
	CSS&M ($5,000 per FTE)	$ 5,000	5.0	$25,000
	Software for statistical models of effectiveness	$ 10,000	3.0	$30,000
	Materials for PD and TA meetings	$ 100,000	1.0	$100,000
	TOTAL			$166,000

	Supplies	Cost of Item	Qty.	Total
Yr 2	CSS&M ($5,000 per FTE)	$ 5,000	5.0	$25,000
	Software maintenance	$ 2,500	3.0	$7,500
	Materials for PD and TA meetings	$ 100,000	1.0	$100,000
	TOTAL			$132,500

	Supplies	Cost of Item	Qty.	Total
Yr 3	CSS&M ($5,000 per FTE)	$ 5,000	5.0	$25,000
	Software maintenance	$ 2,500	3.0	$7,500
	Materials for PD and TA meetings	$ 100,000	1.0	$100,000
	TOTAL			$132,500

	Supplies	Cost of Item	Qty.	Total
Yr 4	CSS&M ($5,000 per FTE)	$ 5,000	5.0	$25,000
	Software maintenance	$ 2,500	3.0	$7,500
	Materials for PD and TA meetings	$ 100,000	1.0	$100,000
	TOTAL			$132,500

6.

	Contractual	Service(s) to Be Provided	Contract Amount	Total
Year One	Modification of CEPI systems (EEM, REP, L2K, and SDS) to capture teacher evaluation labels, results, and growth data	IT dev	$1,450,000	$1,450,000
	RFP to develop model online materials for evaluation of central office administrators based on Interstate School Leaders Licensure Consortium Standards	IT dev	$100,000	$100,000
	RFP to enhance and expand IPDP online system to support use by ALL teachers, and by principals, administrators, and central office staff	IT dev	$500,000	$500,000
	Consequential validity studies on educator effectiveness measures as used in educator evaluations	Research	$250,000	$250,000
	Independent evaluation of educator effectiveness models	Independent evaluation	$250,000	$250,000
	Technical Advisory Committee ongoing meetings (2 dedicated meetings per year) to review technical quality of educator effectiveness models ($30K/meeting)	Review	$60,000	$60,000
	P-20 Council review and feedback (2 meetings per year, $25,000 each)	Review	$50,000	$50,000
	New DIT Info Tech mgr (0.25 FTE * 1.45 [salary + fringe])	System support	$28,803	$28,803
	New DIT IT programmer analysts (1.0 FTE * 1.45 [salary & fringe])	System support	$100,734	$100,734
	New CEPI IT programmer/analysts (1.0 FTE * 1.45 [salary & fringe])	System support	$100,734	$100,734
	TOTAL			$2,890,272

Attachment G1.6

	Contractual	Service(s) to Be Provided	Contract Amount	Total
Year Two	Maintenance of CEPI systems for educator evaluation	IT dev	$150,000	$150,000
	Maintenance of model online materials for evaluation of central office	IT dev	$25,000	$25,000
	Maintain and enhance IPDP online system	IT dev	$35,000	$35,000
	Continued consequential validity studies	Research	$50,000	$50,000
	Independent evaluation of educator effectiveness models	Evaluation	$150,000	$150,000
	Technical Advisory Committee ongoing meetings	Review	$60,000	$60,000
	P-20 Council review and feedback (2/year, $25K each)	Review	$50,000	$50,000
	DIT Info Tech mgr (0.25 FTE * 1.45)	Support	$28,803	$28,803
	DIT IT programmer analysts (1.0 FTE * 1.45 [fringe])	Support	$100,734	$100,734
	CEPI IT programmer/analysts (1.0 FTE * 1.45 [fringe])	Support	$100,734	$100,734
	TOTAL			$750,272

	Contractual	Service(s) to Be Provided	Contract Amount	Total
Year Three	Maintenance of CEPI systems for educator evaluation	IT dev	$150,000	$150,000
	Maintenance of model online materials for evaluation of central office	IT dev	$25,000	$25,000
	Maintain and enhance IPDP online system	IT dev	$35,000	$35,000
	Continued consequential validity studies	Research	$50,000	$50,000
	Independent evaluation of educator effectiveness models	Evaluation	$150,000	$150,000
	Technical Advisory Committee ongoing meetings	Review	$60,000	$60,000
	P-20 Council review and feedback (2/year, $25K each)	Review	$50,000	$50,000
	DIT Info Tech mgr (0.25 FTE * 1.45)	Support	$28,803	$28,803
	DIT IT programmer analysts (1.0 FTE * 1.45 [fringe])	Support	$100,734	$100,734
	CEPI IT programmer/analysts (1.0 FTE * 1.45 [fringe])	Support	$100,734	$100,734
	TOTAL			$750,272

	Contractual	Service(s) to Be Provided	Contract Amount	Total
Year Four	Maintenance of CEPI systems for educator evaluation	IT dev	$150,000	$150,000
	Maintenance of model online materials for evaluation of central office	IT dev	$25,000	$25,000
	Maintain and enhance IPDP online system	IT dev	$35,000	$35,000
	Continued consequential validity studies	Research	$50,000	$50,000
	Independent evaluation of educator effectiveness models	Evaluation	$150,000	$150,000
	Technical Advisory Committee ongoing meetings	Review	$60,000	$60,000
	P-20 Council review and feedback (2/year, $25K each)	Review	$50,000	$50,000
	DIT Info Tech mgr (0.25 FTE * 1.45)	Support	$28,803	$28,803
	DIT IT programmer analysts (1.0 FTE * 1.45 [fringe])	Support	$100,734	$100,734
	CEPI IT programmer/analysts (1.0 FTE * 1.45 [fringe])	Support	$100,734	$100,734
	TOTAL			$750,272

7.

	Training Stipends	Cost	Number	Total
Years 1 - 4	N/A			$0
				$0
	TOTAL			$0

Attachment G1.6

8.

	Other	FTE	Cost	Total
Yr 1	Rent	5.0	$4,600	$23,000
	DIT Computer support	5.0	$5,000	$25,000
	Blackberry - selected staff	2.2	$950	$2,090
	TOTAL			$50,090

	Other	FTE	Cost	Total
Yr 2	Rent	5.0	$4,600	$23,000
	DIT Computer support	5.0	$5,000	$25,000
	Blackberry - selected staff	2.2	$950	$2,090
	TOTAL			$50,090

	Other	FTE	Cost	Total
Yr 3	Rent	5.0	$4,600	$23,000
	DIT Computer support	5.0	$5,000	$25,000
	Blackberry - selected staff	2.2	$950	$2,090
	TOTAL			$50,090

	Other	FTE	Cost	Total
Yr 4	Rent	5.0	$4,600	$23,000
	DIT Computer support	5.0	$5,000	$25,000
	Blackberry - selected staff	2.2	$950	$2,090
	TOTAL			$50,090

9.

Year One	Total Direct Costs (Total of 1-8 above)	$3,739,625
Year Two	Total Direct Costs (Total of 1-8 above)	$1,556,125
Year Three	Total Direct Costs (Total of 1-8 above)	$1,556,125
Year Four	Total Direct Costs (Total of 1-8 above)	$1,556,125

10.

	Indirect Costs as per agreement with Feds	Base Cost	Indirect Cost Rate (decimal)	Total
Yr 1	Total value of contracts < $25K	$0	0.102	$0
	10 contracts with value >= $25,000 = $250,000 base cost	$250,000	0.102	$25,500
	All other direct costs (minus equipment)	$837,354	0.102	$85,410
	TOTAL			$110,910

	Indirect Costs	Base Cost (e.g. salary)	Indirect Cost Rate (decimal)	Total
Yr 2	Total value of contracts < $25K	$0	0.102	$0
	10 contracts with value >= $25,000 = $250,000 base cost	$250,000	0.102	$25,500
	All other direct costs (minus equipment)	$803,854	0.102	$81,993
	TOTAL			$107,493

	Indirect Costs	Base Cost (e.g. salary)	Indirect Cost Rate (decimal)	Total
Yr 3	Total value of contracts < $25K	$0	0.102	$0
	10 contracts with value >= $25,000 = $250,000 base cost	$250,000	0.102	$25,500
	All other direct costs (minus equipment)	$803,854	0.102	$81,993
	TOTAL			$107,493

	Indirect Costs	Base Cost (e.g. salary)	Indirect Cost Rate (decimal)	Total
Yr 4	Total value of contracts < $25K	$0	0.102	$0
	10 contracts with value >= $25,000 = $250,000 base cost	$250,000	0.102	$25,500
	All other direct costs (minus equipment)	$803,854	0.102	$81,993
	TOTAL			$107,493

Attachment G1.6

11.

	Funding for Involved LEAs: Activity	Purpose	Cost	# LEAs involved	Total
Yr 1	Data entry (evaluations)	Data quality	$250	100	$25,000
					$0
	TOTAL				$25,000

	Funding for Involved LEAs: Activity	Purpose	Cost	# LEAs involved	Total
Yr 2	Data entry (evaluations)	Data quality	$250	100	$25,000
					$0
	TOTAL				$25,000

	Funding for Involved LEAs: Activity	Purpose	Cost	# LEAs involved	Total
Yr 3	Data entry (evaluations)	Data quality	$250	100	$25,000
					$0
	TOTAL				$25,000

	Funding for Involved LEAs: Activity	Purpose	Cost	# LEAs involved	Total
Yr 4	Data entry	Data quality	$250	100	$25,000
					$0
	TOTAL				$25,000

12.

	Supplemental Funding for Participating LEAs: Activity	Purpose	Cost	# consortia or LEAs involved	Total
Yr 1	Data entry (evaluations)	Data quality	$250	741	$185,250
	RFP for grants to develop online PD and TA for consortia of ISDs to train LEAs in understanding measures of growth and effectiveness, incorporating those measures into educator evaluations, and incorporating other aspects into educator evaluation	PD/Implementation Support	$2,000,000	1 to 3	$2,000,000
	TOTAL				$2,185,250

Additional Information for #12:

LEA	Rationale	Supplemen-tal Subgrant Cost	Total
A list of all participating districts can be found in appendix ZZZ.			

	Supplemental Funding for Participating LEAs: Activity	Purpose	Cost	# LEAs involved	Total
Yr 2	Data entry (evaluations)	Data quality	$250	741	$185,250
					$0
	TOTAL				$185,250

Attachment G1.6

Additional Information for #12:

LEA	Rationale	Supplemen-tal Subgrant Cost	Total
A list of all participating districts can be found in appendix ZZZ.			

	Supplemental Funding for Participating LEAs: Activity	Purpose	Cost	# LEAs involved	Total
Yr 3	Data entry (evaluations)	Data quality	$250	741	$185,250
					$0
	TOTAL				$185,250

Additional Information for #12:

LEA	Rationale	Supplemen-tal Subgrant Cost	Total
A list of all participating districts can be found in appendix ZZZ.			

	Supplemental Funding for Participating LEAs: Activity	Purpose	Cost	# LEAs involved	Total
Yr 4	Data entry (evaluations)	Data quality	$250	741	$185,250
					$0
	TOTAL				$185,250

Additional Information for #12:

LEA	Rationale	Supplemen-tal Subgrant Cost	Total
A list of all participating districts can be found in appendix ZZZ.			

Budget Part II: Project-Level Budget Table
Project Name: Ensuring Equitable Distribution of Effective Teachers and Leaders
Associated with Criteria: (D)(3)
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$233,733	$233,733	$233,733	$233,733	$934,932
2. Fringe Benefits	$105,180	$105,180	$105,180	$105,180	$420,720
3. Travel	$42,000	$42,000	$42,000	$42,000	$168,000
4. Equipment	$1,000	$1,000	$1,000	$1,000	$4,000
5. Supplies	$451,500	$422,500	$422,500	$422,500	$1,719,000
6. Contractual	$984,537	$384,537	$384,537	$384,537	$2,138,149
7. Training Stipends	$0	$0	$0	$0	$0
8. Other	$30,985	$30,985	$30,985	$30,985	$123,940
9. Total Direct Costs (lines 1-8)	$1,848,935	$1,219,935	$1,219,935	$1,219,935	$5,508,741
10. Indirect Costs	$108,467	$105,509	$105,509	$105,509	$424,992
11. Funding for Involved LEAs	$0	$0	$0	$0	$0
12. Supplemental Funding for Participating LEAs	$0	$0	$0	$0	$0
13. Total Costs (lines 9-12)	$1,957,402	$1,325,444	$1,325,444	$1,325,444	$5,933,733

All applicants must provide a break-down by the applicable budget categories show in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Budget Part II: Project-Level Budget Narrative
Project Name: Ensuring Equitable Distribution of Effective Teachers and Leaders
Associated with Criteria: (D)(3)
(Evidence for selection criterion (A)(2)(i)(d))

1

	Personnel: The following personnel will all be hired or funded as employees of the project.	Office	% FTE (use decimal number)	Annual Salary	Total
Year One	Flora Jenkins (director)	OPPS	0.2	$111,100	$22,220
	New Education Consultant 14 (equitable distribution)	OPPS	1	$80,558	$80,558
	New Education Consultant 14 (Michigan education corps)	OPPS	1	$80,558	$80,558
	New Department Analyst 12 (consultant support)	OPPS	0.5	$63,211	$31,606
	New Secretary 9	OPPS	0.2	$46,530	$9,306
	Steve Viger (accountability & psychometrics manager)	OEAA	0.1	$94,848	$9,485
	TOTAL		3.0		$233,733

	Personnel: The following personnel will all be hired or funded as employees of the project.	Office	% FTE (use decimal number)	Annual Salary	Total
Year Two	Flora Jenkins (director)	OPPS	0.2	$111,100	$22,220
	New Education Consultant 14 (equitable distribution)	OPPS	1	$80,558	$80,558
	New Education Consultant 14 (Michigan education corps)	OPPS	1	$80,558	$80,558
	New Department Analyst 12 (consultant support)	OPPS	0.5	$63,211	$31,606
	New Secretary 9	OPPS	0.2	$46,530	$9,306
	Steve Viger (accountability & psychometrics manager)	OEAA	0.1	$94,848	$9,485
	TOTAL		3.0		$233,733

	Personnel: The following personnel will all be hired or funded as employees of the project.	Office	% FTE (use decimal number)	Annual Salary	Total
Year Three	Flora Jenkins (director)	OPPS	0.2	$111,100	$22,220
	New Education Consultant 14 (equitable distribution)	OPPS	1	$80,558	$80,558
	New Education Consultant 14 (Michigan education corps)	OPPS	1	$80,558	$80,558
	New Department Analyst 12 (consultant support)	OPPS	0.5	$63,211	$31,606
	New Secretary 9	OPPS	0.2	$46,530	$9,306
	Steve Viger (accountability & psychometrics manager)	OEAA	0.1	$94,848	$9,485
	TOTAL		3.0		$233,733

	Personnel: The following personnel will all be hired or funded as employees of the project.	Office	% FTE (use decimal number)	Annual Salary	Total
Year Four	Flora Jenkins (director)	OPPS	0.2	$111,100	$22,220
	New Education Consultant 14 (equitable distribution)	OPPS	1	$80,558	$80,558
	New Education Consultant 14 (Michigan education corps)	OPPS	1	$80,558	$80,558
	New Department Analyst 12 (consultant support)	OPPS	0.5	$63,211	$31,606
	New Secretary 9	OPPS	0.2	$46,530	$9,306
	Steve Viger (accountability & psychometrics manager)	OEAA	0.1	$94,848	$9,485
	TOTAL		3.0		$233,733

2

	Fringe Benefits	Fringe Benefit % (decimal)	Total Base Salary	Total
All years	Year 1 Personnel costs	0.45	$233,733	$105,180
	Year 2 Personnel costs	0.45	$233,733	$105,180
	Year 3 Personnel costs	0.45	$233,733	$105,180
	Year 4 Personnel costs	0.45	$233,733	$105,180
	TOTAL			$420,720

3.

	Travel	# of Trips	Cost per Trip	Total
Year One	Quarterly USED TA meetings (1 staff)	4	$2,500	$10,000
	CCSSO SCASS memberships and TA	1	$20,000	$20,000
	In-state PD and TA for highly effective teachers and leaders to serve as coaches and mentors to less effective educators	24	$250	$6,000
	In-state PD and TA for LEAs focused on recruitment and retention of highly effective educators in low performing schools	24	$250	$6,000
	TOTAL			$42,000

	Travel	# of Trips	Cost per Trip	Total
Year Two	Quarterly USED TA meetings (1 staff)	4	$2,500	$10,000
	CCSSO SCASS memberships and TA	1	$20,000	$20,000
	In-state PD and TA for highly effective teachers and leaders to serve as coaches and mentors to less effective educators	24	$250	$6,000
	In-state PD and TA for LEAs focused on recruitment and retention of highly effective educators in low performing schools	24	$250	$6,000
	TOTAL			$42,000

	Travel	# of Trips	Cost per Trip	Total
Year Three	Quarterly USED TA meetings (1 staff)	4	$2,500	$10,000
	CCSSO SCASS memberships and TA	1	$20,000	$20,000
	In-state PD and TA for highly effective teachers and leaders to serve as coaches and mentors to less effective educators	24	$250	$6,000
	In-state PD and TA for LEAs focused on recruitment and retention of highly effective educators in low performing schools	24	$250	$6,000
	TOTAL			$42,000

	Travel	# of Trips	Cost per Trip	Total
Year Four	Quarterly USED TA meetings (1 staff)	4	$2,500	$10,000
	CCSSO SCASS memberships and TA	1	$20,000	$20,000
	In-state PD and TA for highly effective teachers and leaders to serve as coaches and mentors to less effective educators	24	$250	$6,000
	In-state PD and TA for LEAs focused on recruitment and retention of highly effective educators in low performing schools	24	$250	$6,000
	TOTAL			$42,000

4.

	Equipment	Cost of Item	Qty.	Total
Yr 1	Copy machine lease	$ 5,000.00	0.2	$1,000
				$0
	TOTAL			$1,000

	Equipment	Cost of Item	Qty.	Total
Yr 2	Copy machine lease	$ 5,000.00	0.2	$1,000
				$0
	TOTAL			$1,000

	Equipment	Cost of Item	Qty.	Total
Yr 3	Copy machine lease	$ 5,000.00	0.2	$1,000
				$0
	TOTAL			$1,000

	Equipment	Cost of Item	Qty.	Total
Yr 4	Copy machine lease	$ 5,000.00	0.2	$1,000
				$0
	TOTAL			$1,000

5

	Supplies	Cost of Item	Qty.	Total
Yr 1	Computers for staff	$ 2,000	3.0	$6,000
	Projectors	$ 500	1.0	$500
	CSS&M ($5,000 per FTE)	$ 5,000	3.0	$15,000
	Software for statistical models of effectiveness	$ 10,000	3.0	$30,000
	Materials for balanced assessment PD and TA meetings	$ 300,000	1.0	$300,000
	Materials for other PD and TA meetings	$ 100,000	1.0	$100,000
	TOTAL			$451,500

	Supplies	Cost of Item	Qty.	Total
Yr 2	CSS&M ($5,000 per FTE)	$ 5,000	3.0	$15,000
	Software maintenance	$ 2,500	3.0	$7,500
	Materials for balanced assessment PD and TA meetings	$ 300,000	1.0	$300,000
	Materials for other PD and TA meetings	$ 100,000	1.0	$100,000
	TOTAL			$422,500

	Supplies	Cost of Item	Qty.	Total
Yr 3	CSS&M ($5,000 per FTE)	$ 5,000	3.0	$15,000
	Software maintenance	$ 2,500	3.0	$7,500
	Materials for balanced assessment PD and TA meetings	$ 300,000	1.0	$300,000
	Materials for other PD and TA meetings	$ 100,000	1.0	$100,000
	TOTAL			$422,500

	Supplies	Cost of Item	Qty.	Total
Yr 4	CSS&M ($5,000 per FTE)	$ 5,000	3.0	$15,000
	Software maintenance	$ 2,500	3.0	$7,500
	Materials for balanced assessment PD and TA meetings	$ 300,000	1.0	$300,000
	Materials for other PD and TA meetings	$ 100,000	1.0	$100,000
	TOTAL			$422,500

6.

Year One	Contractual	Service(s) to Be Provided	Contract Amount	Total
	Study of equitable distribution	Research	$300,000	$300,000
	Consequential validity studies on incentives for equitable distribution	Research	$200,000	$200,000
	RFP for a 4-year grant for scholarly development of models for differentiated compensation to provide incentives for high quality educators to work in the most difficult to staff areas and to support recruitment and retention	Research	$300,000	$300,000
	Technical Advisory Committee ongoing meetings (1 dedicated meeting per year) to review technical quality of studies of equitable distribution	Review	$30,000	$30,000
	P-20 Council review and feedback (1 meetings per year, $25,000 each)	Review	$25,000	$25,000
	New DIT Info Tech mgr (0.25 FTE * 1.45 [salary + fringe])	System support	$28,803	$28,803
	New DIT IT programmer analysts (0.5 FTE * 1.45 [salary & fringe])	System support	$50,367	$50,367
	New CEPI IT programmer/analysts (0.5 FTE * 1.45 [salary & fringe])	System support	$50,367	$50,367
	TOTAL			$984,537

Year Two	Contractual	Service(s) to Be Provided	Contract Amount	Total
	Continued study of equitable distribution	Research	$100,000	$100,000
	Continued consequential validity studies	Research	$50,000	$50,000
	Enhancement of differentiated compensation model development	Research	$50,000	$50,000
	Technical Advisory Committee ongoing meetings	Review	$30,000	$30,000
	P-20 Council review and feedback	Review	$25,000	$25,000
	DIT Info Tech mgr (0.25 FTE * 1.45)	Support	$28,803	$28,803
	DIT IT programmer analysts (0.5 FTE * 1.45)	Support	$50,367	$50,367
	CEPI IT programmer/analysts (0.5 FTE * 1.45)	Support	$50,367	$50,367
	TOTAL			$384,537

Year Three	Contractual	Service(s) to Be Provided	Contract Amount	Total
	Continued study of equitable distribution	Research	$100,000	$100,000
	Continued consequential validity studies	Research	$50,000	$50,000
	Enhancement of differentiated compensation model development	Research	$50,000	$50,000
	Technical Advisory Committee ongoing meetings	Review	$30,000	$30,000
	P-20 Council review and feedback	Review	$25,000	$25,000
	DIT Info Tech mgr (0.25 FTE * 1.45)	Support	$28,803	$28,803
	DIT IT programmer analysts (0.5 FTE * 1.45)	Support	$50,367	$50,367
	CEPI IT programmer/analysts (0.5 FTE * 1.45)	Support	$50,367	$50,367
	TOTAL			$384,537

Year Four	Contractual	Service(s) to Be Provided	Contract Amount	Total
	Continued study of equitable distribution	Research	$100,000	$100,000
	Continued consequential validity studies	Research	$50,000	$50,000
	Enhancement of differentiated compensation model development	Research	$50,000	$50,000
	Technical Advisory Committee ongoing meetings	Review	$30,000	$30,000
	P-20 Council review and feedback	Review	$25,000	$25,000
	DIT Info Tech mgr (0.25 FTE * 1.45)	Support	$28,803	$28,803
	DIT IT programmer analysts (0.5 FTE * 1.45)	Support	$50,367	$50,367
	CEPI IT programmer/analysts (0.5 FTE * 1.45)	Support	$50,367	$50,367
	TOTAL			$384,537

7.

Yr 1 - 4	Training Stipends	Cost	Number	Total
	N/A			$0
				$0
	TOTAL			$0

Attachment G1.7

8.

	Other	FTE	Cost	Total
Yr 1	Rent	3.0	$4,600	$13,800
	DIT Computer support	3.0	$5,000	$15,000
	Blackberry - selected staff	2.3	$950	$2,185
	TOTAL			$30,985

	Other	FTE	Cost	Total
Yr 2	Rent	3.0	$4,600	$13,800
	DIT Computer support	3.0	$5,000	$15,000
	Blackberry - selected staff	2.3	$950	$2,185
	TOTAL			$30,985

	Other	FTE	Cost	Total
Yr 3	Rent	3.0	$4,600	$13,800
	DIT Computer support	3.0	$5,000	$15,000
	Blackberry - selected staff	2.3	$950	$2,185
	TOTAL			$30,985

	Other	FTE	Cost	Total
Yr 4	Rent	3.0	$4,600	$13,800
	DIT Computer support	3.0	$5,000	$15,000
	Blackberry - selected staff	2.3	$950	$2,185
	TOTAL			$30,985

9.

Year One	Total Direct Costs (Total of 1-8 above)	$1,848,935
Year Two	Total Direct Costs (Total of 1-8 above)	$1,219,935
Year Three	Total Direct Costs (Total of 1-8 above)	$1,219,935
Year Four	Total Direct Costs (Total of 1-8 above)	$1,219,935

10.

	Indirect Costs as per agreement with Feds	Base Cost	Indirect Cost Rate (decimal)	Total
Yr 1	Total value of contracts < $25K	$0	0.102	$0
	8 contracts with value > $25,000 = $200,000 base cost	$200,000	0.102	$20,400
	All other direct costs (minus equipment)	$863,398	0.102	$88,067
	TOTAL			$108,467

	Indirect Costs	Base Cost (e.g. salary)	Indirect Cost Rate (decimal)	Total
Yr 2	Total value of contracts < $25K	$0	0.102	$0
	8 contracts with value > $25,000 = $200,000 base cost	$200,000	0.102	$20,400
	All other direct costs (minus equipment)	$834,398	0.102	$85,109
	TOTAL			$105,509

	Indirect Costs	Base Cost (e.g. salary)	Indirect Cost Rate (decimal)	Total
Yr 3	Total value of contracts < $25K	$0	0.102	$0
	8 contracts with value > $25,000 = $200,000 base cost	$200,000	0.102	$20,400
	All other direct costs (minus equipment)	$834,398	0.102	$85,109
	TOTAL			$105,509

	Indirect Costs	Base Cost (e.g. salary)	Indirect Cost Rate (decimal)	Total
Yr 4	Total value of contracts < $25K	$0	0.102	$0
	8 contracts with value > $25,000 = $200,000 base cost	$200,000	0.102	$20,400
	All other direct costs (minus equipment)	$834,398	0.102	$85,109
	TOTAL			$105,509

11.

	Funding for Involved LEAs: Activity	Purpose	Cost	# LEAs involved	Total
Yr 1 - 4	N/A				$0
					$0
	TOTAL				$0

12.

	Supplemental Funding for Participating LEAs: Activity	Purpose	Cost	# LEAs involved	Total
Year 1 - 4	N/A				$0
					$0
	TOTAL				$0

Additional Information for #12:

LEA	Rationale	Supplemen-tal Subgrant Cost	Total
N/A			

Attachment G1.8

Budget Part II: Project-Level Budget Table
Project Name: Improving the Effectiveness of Teacher and Leader Preparation Programs
Associated with Criteria: (D)(4)
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$339,275	$339,275	$339,275	$339,275	$1,357,102
2. Fringe Benefits	$152,674	$152,674	$152,674	$152,674	$610,696
3. Travel	$49,000	$49,000	$49,000	$49,000	$196,000
4. Equipment	$11,000	$1,000	$1,000	$1,000	$14,000
5. Supplies	$52,000	$27,500	$27,500	$27,500	$134,500
6. Contractual	$3,390,272	$1,690,272	$1,690,272	$1,690,272	$8,461,086
7. Training Stipends	$75,000	$75,000	$75,000	$75,000	$300,000
8. Other	$45,765	$45,765	$45,765	$45,765	$183,060
9. Total Direct Costs (lines 1-8)	$4,114,986	$2,380,486	$2,380,486	$2,380,486	$11,256,444
10. Indirect Costs	$95,749	$93,250	$93,250	$93,250	$375,498
11. Funding for Involved LEAs	$0	$0	$0	$0	$0
12. Supplemental Funding for Participating LEAs	$0	$0	$0	$0	$0
13. Total Costs (lines 9-12)	$4,210,735	$2,473,736	$2,473,736	$2,473,736	$11,631,943

All applicants must provide a break-down by the applicable budget categories show in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Attachment G1.8

Budget Part II: Project-Level Budget Narrative
Project Name: Improving the Effectiveness of Teacher and Leader Preparation Programs
Associated with Criteria: (D)(4)
(Evidence for selection criterion (A)(2)(i)(d))

1. Year One

Personnel: The following personnel will all be hired or funded as employees of the project.	Office	% FTE (use decimal number)	Annual Salary	Total
Flora Jenkins (director)	OPPS	0.1	$111,100	$11,110
New Ed Res Consultant 14 (prep institution effectiveness)	OPPS	1	$80,558	$80,558
Steve Stegink (prep institution pre-service)	OPPS	0.1	$80,558	$8,056
New Department Analyst 12 (consultant support)	OPPS	0.5	$63,211	$31,606
New Secretary 9	OPPS	0.2	$46,530	$9,306
Joseph Martineau (director)	OEAA	0.1	$111,100	$11,110
Steve Viger (accountability & psychometrics manager)	OEAA	0.1	$94,848	$9,485
Vacant (manager of accountability)	OEAA	0.2	$87,880	$17,576
New Ed Res Consultant 14 (prep institution effectiveness)	OEAA	1	$80,558	$80,558
New Dept. Analyst 12 (accountability)	OEAA	0.5	$63,211	$31,606
David Judd (project management)	OEAA	0.1	$103,782	$10,378
Peg Manning (data quality specialist)	OEAA	0.1	$63,211	$6,321
New Secretary 9 (accountability & evaluation)	OEAA	0.5	$63,211	$31,606
TOTAL		4.5		$339,275

Year Two

Personnel: The following personnel will all be hired or funded as employees of the project.	Office	% FTE (use decimal number)	Annual Salary	Total
Flora Jenkins (director)	OPPS	0.1	$111,100	$11,110
New Ed Res Consultant 14 (prep institution effectiveness)	OPPS	1	$80,558	$80,558
Steve Stegink (prep institution pre-service)	OPPS	0.1	$80,558	$8,056
New Department Analyst 12 (consultant support)	OPPS	0.5	$63,211	$31,606
New Secretary 9	OPPS	0.2	$46,530	$9,306
Joseph Martineau (director)	OEAA	0.1	$111,100	$11,110
Steve Viger (accountability & psychometrics manager)	OEAA	0.1	$94,848	$9,485
Vacant (manager of accountability)	OEAA	0.2	$87,880	$17,576
New Ed Res Consultant 14 (prep institution effectiveness)	OEAA	1	$80,558	$80,558
New Dept. Analyst 12 (accountability)	OEAA	0.5	$63,211	$31,606
David Judd (project management)	OEAA	0.1	$103,782	$10,378
Peg Manning (data quality specialist)	OEAA	0.1	$63,211	$6,321
New Secretary 9 (accountability & evaluation)	OEAA	0.5	$63,211	$31,606
TOTAL		4.5		$339,275

Year Three

Personnel: The following personnel will all be hired or funded as employees of the project.	Office	% FTE (use decimal number)	Annual Salary	Total
Flora Jenkins (director)	OPPS	0.1	$111,100	$11,110
New Ed Res Consultant 14 (prep institution effectiveness)	OPPS	1	$80,558	$80,558
Steve Stegink (prep institution pre-service)	OPPS	0.1	$80,558	$8,056
New Department Analyst 12 (consultant support)	OPPS	0.5	$63,211	$31,606
New Secretary 9	OPPS	0.2	$46,530	$9,306
Joseph Martineau (director)	OEAA	0.1	$111,100	$11,110
Steve Viger (accountability & psychometrics manager)	OEAA	0.1	$94,848	$9,485
Vacant (manager of accountability)	OEAA	0.2	$87,880	$17,576
New Ed Res Consultant 14 (prep institution effectiveness)	OEAA	1	$80,558	$80,558
New Dept. Analyst 12 (accountability)	OEAA	0.5	$63,211	$31,606
David Judd (project management)	OEAA	0.1	$103,782	$10,378
Peg Manning (data quality specialist)	OEAA	0.1	$63,211	$6,321
New Secretary 9 (accountability & evaluation)	OEAA	0.5	$63,211	$31,606
TOTAL		4.5		$339,275

Year Four

Personnel: The following personnel will all be hired or funded as employees of the project.	Office	% FTE (use decimal number)	Annual Salary	Total
Flora Jenkins (director)	OPPS	0.1	$111,100	$11,110
New Ed Res Consultant 14 (prep institution effectiveness)	OPPS	1	$80,558	$80,558
Steve Stegink (prep institution pre-service)	OPPS	0.1	$80,558	$8,056
New Department Analyst 12 (consultant support)	OPPS	0.5	$63,211	$31,606
New Secretary 9	OPPS	0.2	$46,530	$9,306
Joseph Martineau (director)	OEAA	0.1	$111,100	$11,110
Steve Viger (accountability & psychometrics manager)	OEAA	0.1	$94,848	$9,485
Vacant (manager of accountability)	OEAA	0.2	$87,880	$17,576
New Ed Res Consultant 14 (prep institution effectiveness)	OEAA	1	$80,558	$80,558
New Dept. Analyst 12 (accountability)	OEAA	0.5	$63,211	$31,606
David Judd (project management)	OEAA	0.1	$103,782	$10,378
Peg Manning (data quality specialist)	OEAA	0.1	$63,211	$6,321
New Secretary 9 (accountability & evaluation)	OEAA	0.5	$63,211	$31,606
TOTAL		4.5		$339,275

Attachment G1.8

2.

	Fringe Benefits	Fringe Benefit % (decimal)	Total Base Salary	Total
All years	Year 1 Personnel costs	0.45	$339,275	$152,674
	Year 2 Personnel costs	0.45	$339,275	$152,674
	Year 3 Personnel costs	0.45	$339,275	$152,674
	Year 4 Personnel costs	0.45	$339,275	$152,674
	TOTAL			$610,696

3.

	Travel	# of Trips	Cost per Trip	Total
Year One	Quarterly USED TA meetings (2 staff)	8	$2,500	$20,000
	CCSSO SCASS memberships and TA	1	$20,000	$20,000
	In-state PD and TA for educator preparation institutions on institution scores	24	$250	$6,000
	Quarterly in-state stakeholder meetings (3 staff) on prep institution performance score development	12	$250	$3,000
	TOTAL			$49,000

	Travel	# of Trips	Cost per Trip	Total
Year Two	Quarterly USED TA meetings (2 staff)	8	$2,500	$20,000
	CCSSO SCASS memberships and TA	1	$20,000	$20,000
	In-state PD and TA for educator preparation institutions on institution scores	24	$250	$6,000
	Quarterly in-state stakeholder meetings (3 staff) on prep institution performance score development	12	$250	$3,000
	TOTAL			$49,000

	Travel	# of Trips	Cost per Trip	Total
Year Three	Quarterly USED TA meetings (2 staff)	8	$2,500	$20,000
	CCSSO SCASS memberships and TA	1	$20,000	$20,000
	In-state PD and TA for educator preparation institutions on institution scores	24	$250	$6,000
	Quarterly in-state stakeholder meetings (3 staff) on prep institution performance score development	12	$250	$3,000
	TOTAL			$49,000

	Travel	# of Trips	Cost per Trip	Total
Year Four	Quarterly USED TA meetings (2 staff)	8	$2,500	$20,000
	CCSSO SCASS memberships and TA	1	$20,000	$20,000
	In-state PD and TA for educator preparation institutions on institution scores	24	$250	$6,000
	Quarterly in-state stakeholder meetings (3 staff) on prep institution performance score development	12	$250	$3,000
	TOTAL			$49,000

4.

	Equipment	Cost of Item	Qty.	Total
Yr 1	Copy machine lease	$ 5,000.00	0.2	$1,000
	New server hardware	$ 10,000.00	0.5	$5,000
	New server software	$ 10,000.00	0.5	$5,000
	TOTAL			$11,000

	Equipment	Cost of Item	Qty.	Total
Yr 2	Copy machine lease	$ 5,000.00	0.2	$1,000
				$0
	TOTAL			$1,000

	Equipment	Cost of Item	Qty.	Total
Yr 3	Copy machine lease	$ 5,000.00	0.2	$1,000
				$0
	TOTAL			$1,000

	Equipment	Cost of Item	Qty.	Total
Yr 4	Copy machine lease	$ 5,000.00	0.2	$1,000
				$0
	TOTAL			$1,000

Attachment G1.8

5.

	Supplies	Cost of Item	Qty.	Total
Yr 1	Computers for staff	$ 2,000	4.5	$9,000
	Projectors	$ 500	1.0	$500
	CSS&M ($5,000 per FTE)	$ 5,000	4.5	$22,500
	Software for statistical models of effectiveness	$ 10,000	2.0	$20,000
	TOTAL			$52,000

	Supplies	Cost of Item	Qty.	Total
Yr 2	CSS&M ($5,000 per FTE)	$ 5,000	4.5	$22,500
	Software maintenance	$ 2,500	2.0	$5,000
	TOTAL			$27,500

	Supplies	Cost of Item	Qty.	Total
Yr 3	CSS&M ($5,000 per FTE)	$ 5,000	4.5	$22,500
	Software maintenance	$ 2,500	2.0	$5,000
	TOTAL			$27,500

	Supplies	Cost of Item	Qty.	Total
Yr 4	CSS&M ($5,000 per FTE)	$ 5,000	4.5	$22,500
	Software maintenance	$ 2,500	2.0	$5,000
	TOTAL			$27,500

6.

	Contractual	Service(s) to Be Provided	Contract Amount	Total
Year One	Consequential validity studies on preparation institution effectiveness measures	Research	$200,000	$200,000
	Independent evaluation of preparation institution scores	Independent evaluation	$250,000	$250,000
	Technical Advisory Committee ongoing meetings (2 dedicated meetings per year) to review technical quality of statistical models used in this section ($30,000/meeting)	Review	$60,000	$60,000
	RFP for a consortium of high performing TPIs to develop and provide PD and TA to lower performing TPIs	PD & TA	$1,500,000	$1,500,000
	RFP for a consortium of high performing LPIs to develop and provide PD and TA to lower performing LPIs	PD & TA	$1,100,000	$1,100,000
	P-20 Council review and feedback (2 meetings per year, $25,000 each)	Review	$50,000	$50,000
	New DIT Info Tech mgr (0.25 FTE * 1.45 [salary + fringe])	System support	$28,803	$28,803
	New DIT IT programmer analysts (1.0 FTE * 1.45 [salary & fringe])	System support	$100,734	$100,734
	New CEPI IT programmer/analysts (1.0 FTE * 1.45 [salary & fringe])	System support	$100,734	$100,734
	TOTAL			$3,390,272

	Contractual	Service(s) to Be Provided	Contract Amount	Total
Year Two	Continued consequential validity studies	Research	$100,000	$100,000
	Independent evaluation of preparation institution scores	Evaluation	$150,000	$150,000
	Technical Advisory Committee ongoing meetings	Review	$60,000	$60,000
	RFP for a consortium of high performing TPIs	PD & TA	$750,000	$750,000
	RFP for a consortium of high performing LPIs	PD & TA	$350,000	$350,000
	P-20 Council review and feedback (2 meetings per year)	Review	$50,000	$50,000
	DIT Info Tech mgr (0.25 FTE * 1.45)	Support	$28,803	$28,803
	DIT IT programmer analysts (1.0 FTE * 1.45)	Support	$100,734	$100,734
	CEPI IT programmer/analysts (1.0 FTE * 1.45)	Support	$100,734	$100,734
	TOTAL			$1,690,272

	Contractual	Service(s) to Be Provided	Contract Amount	Total
Year Three	Continued consequential validity studies	Research	$100,000	$100,000
	Independent evaluation of preparation institution scores	Evaluation	$150,000	$150,000
	Technical Advisory Committee ongoing meetings	Review	$60,000	$60,000
	RFP for a consortium of high performing TPIs	PD & TA	$750,000	$750,000
	RFP for a consortium of high performing LPIs	PD & TA	$350,000	$350,000
	P-20 Council review and feedback (2 meetings per year)	Review	$50,000	$50,000
	DIT Info Tech mgr (0.25 FTE * 1.45)	Support	$28,803	$28,803
	DIT IT programmer analysts (1.0 FTE * 1.45)	Support	$100,734	$100,734
	CEPI IT programmer/analysts (1.0 FTE * 1.45)	Support	$100,734	$100,734
	TOTAL			$1,690,272

Attachment G1.8

	Contractual	Service(s) to Be Provided	Contract Amount	Total
Year Four	Continued consequential validity studies	Research	$100,000	$100,000
	Independent evaluation of preparation institution scores	Evaluation	$150,000	$150,000
	Technical Advisory Committee ongoing meetings	Review	$60,000	$60,000
	RFP for a consortium of high performing TPIs	PD & TA	$750,000	$750,000
	RFP for a consortium of high performing LPIs	PD & TA	$350,000	$350,000
	P-20 Council review and feedback (2 meetings per year)	Review	$50,000	$50,000
	DIT Info Tech mgr (0.25 FTE * 1.45)	Support	$28,803	$28,803
	DIT IT programmer analysts (1.0 FTE * 1.45)	Support	$100,734	$100,734
	CEPI IT programmer/analysts (1.0 FTE * 1.45)	Support	$100,734	$100,734
	TOTAL			$1,690,272

7.

	Training Stipends	Cost	Number	Total
Yr 1	IHE leadership yearly training stipends on effectiveness models, and prep institution scores (25 IHEs, 50 staff)	$ 1,500	50	$75,000
				$0
	TOTAL			$75,000

	Training Stipends	Cost	Number	Total
Year Two	IHE leadership yearly training stipends on effectiveness models, and prep institution scores (25 IHEs, 50 staff)	$ 1,500	50	$75,000
				$0
	TOTAL			$75,000

	Training Stipends	Cost	Number	Total
Year Three	IHE leadership yearly training stipends on effectiveness models, and prep institution scores (25 IHEs, 50 staff)	$ 1,500	50	$75,000
				$0
	TOTAL			$75,000

	Training Stipends	Cost	Number	Total
Year Four	IHE leadership yearly training stipends on effectiveness models, and prep institution scores (25 IHEs, 50 staff)	$ 1,500	50	$75,000
				$0
	TOTAL			$75,000

8.

	Other	FTE	Cost	Total
Yr 1	Rent	4.5	$4,600	$20,700
	DIT Computer support	4.5	$5,000	$22,500
	Blackberry - selected staff	2.7	$950	$2,565
	TOTAL			$45,765

	Other	FTE	Cost	Total
Yr 2	Rent	4.5	$4,600	$20,700
	DIT Computer support	4.5	$5,000	$22,500
	Blackberry - selected staff	2.7	$950	$2,565
	TOTAL			$45,765

	Other	FTE	Cost	Total
Yr 3	Rent	4.5	$4,600	$20,700
	DIT Computer support	4.5	$5,000	$22,500
	Blackberry - selected staff	2.7	$950	$2,565
	TOTAL			$45,765

	Other	FTE	Cost	Total
Yr 4	Rent	4.5	$4,600	$20,700
	DIT Computer support	4.5	$5,000	$22,500
	Blackberry - selected staff	2.7	$950	$2,565
	TOTAL			$45,765

9.

Year One	Total Direct Costs (Total of 1-8 above)	$4,114,986
Year Two	Total Direct Costs (Total of 1-8 above)	$2,380,486
Year Three	Total Direct Costs (Total of 1-8 above)	$2,380,486
Year Four	Total Direct Costs (Total of 1-8 above)	$2,380,486

Attachment G1.8

10.

	Indirect Costs as per agreement with Feds	Base Cost	Indirect Cost Rate (decimal)	Total
Yr 1	Total value of contracts < $25K	$0	0.102	$0
	9 contracts with value >= $25,000 = $225,000 base cost	$225,000	0.102	$22,950
	All other direct costs (minus equipment)	$713,714	0.102	$72,799
	TOTAL			$95,749

	Indirect Costs	Base Cost (e.g. salary)	Indirect Cost Rate (decimal)	Total
Yr 2	Total value of contracts < $25K	$0	0.102	$0
	9 contracts with value >= $25,000 = $225,000 base cost	$225,000	0.102	$22,950
	All other direct costs (minus equipment)	$689,214	0.102	$70,300
	TOTAL			$93,250

	Indirect Costs	Base Cost (e.g. salary)	Indirect Cost Rate (decimal)	Total
Yr 3	Total value of contracts < $25K	$0	0.102	$0
	9 contracts with value >= $25,000 = $225,000 base cost	$225,000	0.102	$22,950
	All other direct costs (minus equipment)	$689,214	0.102	$70,300
	TOTAL			$93,250

	Indirect Costs	Base Cost (e.g. salary)	Indirect Cost Rate (decimal)	Total
Yr 4	Total value of contracts < $25K	$0	0.102	$0
	9 contracts with value >= $25,000 = $225,000 base cost	$225,000	0.102	$22,950
	All other direct costs (minus equipment)	$689,214	0.102	$70,300
	TOTAL			$93,250

11.

	Funding for Involved LEAs: Activity	Purpose	Cost	# LEAs involved	Total
Years 1 - 4	N/A				$0
					$0
	TOTAL				$0

12.

	Supplemental Funding for Participating LEAs: Activity	Purpose	Cost	# consortia or LEAs involved	Total
Years 1 - 4	N/A				$0
					$0
	TOTAL				$0

Additional Information for #12:

LEA	Rationale	Supplemen-tal Subgrant Cost	Total

Attachment G1.9

Budget Part II: Project-Level Budget Table
Project Name: Providing Effective Support to Teachers and Leaders
Associated with Criteria: (D)(5)
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$252,330	$252,330	$252,330	$252,330	$1,009,322
2. Fringe Benefits	$113,549	$113,549	$113,549	$113,549	$454,195
3. Travel	$70,000	$70,000	$70,000	$70,000	$280,000
4. Equipment	$5,000	$5,000	$5,000	$5,000	$20,000
5. Supplies	$326,700	$318,000	$318,000	$318,000	$1,280,700
6. Contractual	$6,291,809	$3,291,809	$3,291,809	$3,291,809	$16,167,236
7. Training Stipends	$75,000	$75,000	$75,000	$75,000	$300,000
8. Other	$36,840	$36,840	$36,840	$36,840	$147,360
9. Total Direct Costs (lines 1-8)	$7,171,228	$4,162,528	$4,162,528	$4,162,528	$19,658,813
10. Indirect Costs	$99,391	$98,503	$98,503	$98,503	$394,901
11. Funding for Involved LEAs	$0	$0	$0	$0	$0
12. Supplemental Funding for Participating LEAs	$0	$0	$0	$0	$0
13. Total Costs (lines 9-12)	$7,270,619	$4,261,032	$4,261,032	$4,261,032	$20,053,714

All applicants must provide a break-down by the applicable budget categories show in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Attachment G1.9

Budget Part II: Project-Level Budget Narrative
Project Name: Providing Effective Support to Teachers and Leaders
Associated with Criteria: (D)(5)
(Evidence for selection criterion (A)(2)(i)(d))

1. Year One

Personnel: The following personnel will all be hired or funded as employees of the project.	Office	% FTE (use decimal number)	Annual Salary	Total
Flora Jenkins (director)	OPPS	0.1	$111,100	$11,110
Existing Ed Consultant 14 (PD coordination)	OPPS	0.2	$80,558	$16,112
New Secretary 9	OPPS	0.2	$46,530	$9,306
Joseph Martineau (director)	OEAA	0.1	$111,100	$11,110
Kim Young (balanced assessent initiative)	OEAA	1	$80,558	$80,558
New Secretary 8 (balanced assessment initiative)	OEAA	1	$43,576	$43,576
Existing Ed Consultant 14 (PD coordination)	OSE/EIS	0.2	$80,558	$16,112
Existing Ed Consultant 14 (PD coordination)	OFS	0.2	$80,558	$16,112
Existing Ed Consultant 14 (PD coordination)	ECFS	0.2	$80,558	$16,112
Existing Ed Consultant 14 (PD coordination)	OEII	0.2	$80,558	$16,112
Existing Ed Consultant 14 (PD coordination)	OCTE	0.2	$80,558	$16,112
TOTAL		3.6		$252,330

Year Two

Personnel: The following personnel will all be hired or funded as employees of the project.	Office	% FTE (use decimal number)	Annual Salary	Total
Flora Jenkins (director)	OPPS	0.1	$111,100	$11,110
Existing Ed Consultant 14 (PD coordination)	OPPS	0.2	$80,558	$16,112
New Secretary 9	OPPS	0.2	$46,530	$9,306
Joseph Martineau (director)	OEAA	0.1	$111,100	$11,110
Kim Young (balanced assessent initiative)	OEAA	1	$80,558	$80,558
New Secretary 8 (balanced assessment initiative)	OEAA	1	$43,576	$43,576
Existing Ed Consultant 14 (PD coordination)	OSE/EIS	0.2	$80,558	$16,112
Existing Ed Consultant 14 (PD coordination)	OFS	0.2	$80,558	$16,112
Existing Ed Consultant 14 (PD coordination)	ECFS	0.2	$80,558	$16,112
Existing Ed Consultant 14 (PD coordination)	OEII	0.2	$80,558	$16,112
Existing Ed Consultant 14 (PD coordination)	OCTE	0.2	$80,558	$16,112
TOTAL		3.6		$252,330

Year Three

Personnel: The following personnel will all be hired or funded as employees of the project.	Office	% FTE (use decimal number)	Annual Salary	Total
Flora Jenkins (director)	OPPS	0.1	$111,100	$11,110
Existing Ed Consultant 14 (PD coordination)	OPPS	0.2	$80,558	$16,112
New Secretary 9	OPPS	0.2	$46,530	$9,306
Joseph Martineau (director)	OEAA	0.1	$111,100	$11,110
Kim Young (balanced assessent initiative)	OEAA	1	$80,558	$80,558
New Secretary 8 (balanced assessment initiative)	OEAA	1	$43,576	$43,576
Existing Ed Consultant 14 (PD coordination)	OSE/EIS	0.2	$80,558	$16,112
Existing Ed Consultant 14 (PD coordination)	OFS	0.2	$80,558	$16,112
Existing Ed Consultant 14 (PD coordination)	ECFS	0.2	$80,558	$16,112
Existing Ed Consultant 14 (PD coordination)	OEII	0.2	$80,558	$16,112
Existing Ed Consultant 14 (PD coordination)	OCTE	0.2	$80,558	$16,112
TOTAL		3.6		$252,330

Year Four

Personnel: The following personnel will all be hired or funded as employees of the project.	Office	% FTE (use decimal number)	Annual Salary	Total
Flora Jenkins (director)	OPPS	0.1	$111,100	$11,110
Existing Ed Consultant 14 (PD coordination)	OPPS	0.2	$80,558	$16,112
New Secretary 9	OPPS	0.2	$46,530	$9,306
Joseph Martineau (director)	OEAA	0.1	$111,100	$11,110
Kim Young (balanced assessent initiative)	OEAA	1	$80,558	$80,558
New Secretary 8 (balanced assessment initiative)	OEAA	1	$43,576	$43,576
Existing Ed Consultant 14 (PD coordination)	OSE/EIS	0.2	$80,558	$16,112
Existing Ed Consultant 14 (PD coordination)	OFS	0.2	$80,558	$16,112
Existing Ed Consultant 14 (PD coordination)	ECFS	0.2	$80,558	$16,112
Existing Ed Consultant 14 (PD coordination)	OEII	0.2	$80,558	$16,112
Existing Ed Consultant 14 (PD coordination)	OCTE	0.2	$80,558	$16,112
TOTAL		3.6		$252,330

Attachment G1.9

2.

	Fringe Benefits	Fringe Benefit % (decimal)	Total Base Salary	Total
All years	Year 1 Personnel costs	0.45	$252,330	$113,549
	Year 2 Personnel costs	0.45	$252,330	$113,549
	Year 3 Personnel costs	0.45	$252,330	$113,549
	Year 4 Personnel costs	0.45	$252,330	$113,549
	TOTAL			$454,195

3.

	Travel	# of Trips	Cost per Trip	Total
Year One	Quarterly USED TA meetings (2 staff)	8	$2,500	$20,000
	CCSSO SCASS memberships and TA	1	$20,000	$20,000
	Quarterly management meetings (3 staff) with contractors for scaling up balanced assessment initiative	12	$2,000	$24,000
	Quarterly in-state meetings (3 staff) with stakeholders to improve scaling up balanced assessment initiative	12	$250	$3,000
	In-state PD and TA for preparation institutions on pre-service balanced assessment literacy and data use training	12	$250	$3,000
	TOTAL			$70,000

	Travel	# of Trips	Cost per Trip	Total
Year Two	Quarterly USED TA meetings (2 staff)	8	$2,500	$20,000
	CCSSO SCASS memberships and TA	1	$20,000	$20,000
	Quarterly management meetings (3 staff) with contractors for scaling up balanced assessment initiative	12	$2,000	$24,000
	Quarterly in-state meetings (3 staff) with stakeholders to improve scaling up balanced assessment initiative	12	$250	$3,000
	In-state PD and TA for preparation institutions on pre-service balanced assessment literacy and data use training	12	$250	$3,000
	TOTAL			$70,000

	Travel	# of Trips	Cost per Trip	Total
Year Three	Quarterly USED TA meetings (2 staff)	8	$2,500	$20,000
	CCSSO SCASS memberships and TA	1	$20,000	$20,000
	Quarterly management meetings (3 staff) with contractors for scaling up balanced assessment initiative	12	$2,000	$24,000
	Quarterly in-state meetings (3 staff) with stakeholders to improve scaling up balanced assessment initiative	12	$250	$3,000
	In-state PD and TA for preparation institutions on pre-service balanced assessment literacy and data use training	12	$250	$3,000
	TOTAL			$70,000

	Travel	# of Trips	Cost per Trip	Total
Year Four	Quarterly USED TA meetings (2 staff)	8	$2,500	$20,000
	CCSSO SCASS memberships and TA	1	$20,000	$20,000
	Quarterly management meetings (3 staff) with contractors for scaling up balanced assessment initiative	12	$2,000	$24,000
	Quarterly in-state meetings (3 staff) with stakeholders to improve scaling up balanced assessment initiative	12	$250	$3,000
	In-state PD and TA for preparation institutions on pre-service balanced assessment literacy and data use training	12	$250	$3,000
	TOTAL			$70,000

Attachment G1.9

4.

	Equipment	Cost of Item	Qty.	Total
Yr 1	Copy machine lease	$ 5,000.00	1	$5,000
				$0
	TOTAL			$5,000

	Equipment	Cost of Item	Qty.	Total
Yr 2	Copy machine lease	$ 5,000.00	1	$5,000
				$0
	TOTAL			$5,000

	Equipment	Cost of Item	Qty.	Total
Yr 3	Copy machine lease	$ 5,000.00	1	$5,000
				$0
	TOTAL			$5,000

	Equipment	Cost of Item	Qty.	Total
Yr 4	Copy machine lease	$ 5,000.00	1	$5,000
				$0
	TOTAL			$5,000

5.

	Supplies	Cost of Item	Qty.	Total
Yr 1	Computers for staff	$ 2,000	3.6	$7,200
	Projectors	$ 500	3.0	$1,500
	CSS&M ($5,000 per FTE)	$ 5,000	3.6	$18,000
	Materials for balanced assessment PD and TA meetings	$ 300,000	1.0	$300,000
	TOTAL			$326,700

	Supplies	Cost of Item	Qty.	Total
Yr 2	CSS&M ($5,000 per FTE)	$ 5,000	3.6	$18,000
	Materials for balanced assessment PD and TA meetings	$ 300,000	1.0	$300,000
	TOTAL			$318,000

	Supplies	Cost of Item	Qty.	Total
Yr 3	CSS&M ($5,000 per FTE)	$ 5,000	3.6	$18,000
	Materials for balanced assessment PD and TA meetings	$ 300,000	1.0	$300,000
	TOTAL			$318,000

	Supplies	Cost of Item	Qty.	Total
Yr 4	CSS&M ($5,000 per FTE)	$ 5,000	3.6	$18,000
	Materials for balanced assessment PD and TA meetings	$ 300,000	1.0	$300,000
	TOTAL			$318,000

Attachment G1.9

6.

	Contractual	Service(s) to Be Provided	Contract Amount	Total
Year One	P-20 Council review and feedback (1 meetings per year, $25,000 each)	Review	$25,000	$25,000
	CEPI data systems PD coordinator (1.45 FTE to cover fringe)	Data PD	$116,809	$116,809
	RFP for four-year contract to scale up and enhance balanced assessment literacy initiative including effects on student achievement and teacher and leader effectiveness to reach the approximately 45,000 teachers and principals in Michigan.	PD & TA	$6,000,000	$6,000,000
	RFP for a four-year consequential validity study of scaling up, including field interviews, observations, and other quantitative and qualitative methods. Includes especially impact of fidelity of practice on teacher and leader effectiveness, and the use of fideilty of practice in hiring and evaluations	Review	$150,000	$150,000
	TOTAL			$6,291,809

	Contractual	Service(s) to Be Provided	Contract Amount	Total
Year Two	P-20 Council review and feedback	Review	$25,000	$25,000
	CEPI data systems PD coordinator (1.45 FTE to cover fringe)	Data PD	$116,809	$116,809
	Balanced assessment scale up contract	PD & TA	$3,000,000	$3,000,000
	Consequential validity study of balanced assessment	Review	$150,000	$150,000
	TOTAL			$3,291,809

	Contractual	Service(s) to Be Provided	Contract Amount	Total
Year Three	P-20 Council review and feedback	Review	$25,000	$25,000
	CEPI data systems PD coordinator (1.45 FTE to cover fringe)	Data PD	$116,809	$116,809
	Balanced assessment scale up contract	PD & TA	$3,000,000	$3,000,000
	Consequential validity study of balanced assessment	Review	$150,000	$150,000
	TOTAL			$3,291,809

	Contractual	Service(s) to Be Provided	Contract Amount	Total
Year Four	P-20 Council review and feedback	Review	$25,000	$25,000
	CEPI data systems PD coordinator (1.45 FTE to cover fringe)	Data PD	$116,809	$116,809
	Balanced assessment scale up contract	PD & TA	$3,000,000	$3,000,000
	Consequential validity study of balanced assessment	Review	$150,000	$150,000
	TOTAL			$3,291,809

Attachment G1.9

7.

	Training Stipends	Cost	Number	Total
Year One	IHE leadership yearly training stipends on balanced assessment and data use literacy pre-service training (25 IHEs, 50 staff)	$ 1,500	50	$75,000
				$0
	TOTAL			$75,000

	Training Stipends	Cost	Number	Total
Year Two	IHE leadership yearly training stipends on balanced assessment and data use literacy pre-service training (25 IHEs, 50 staff)	$ 1,500	50	$75,000
				$0
	TOTAL			$75,000

	Training Stipends	Cost	Number	Total
Year Three	IHE leadership yearly training stipends on balanced assessment and data use literacy pre-service training (25 IHEs, 50 staff)	$ 1,500	50	$75,000
				$0
	TOTAL			$75,000

	Training Stipends	Cost	Number	Total
Year Four	IHE leadership yearly training stipends on balanced assessment and data use literacy pre-service training (25 IHEs, 50 staff)	$ 1,500	50	$75,000
				$0
	TOTAL			$75,000

8.

	Other	FTE	Cost	Total
Yr 1	Rent	3.6	$4,600	$16,560
	DIT Computer support	3.6	$5,000	$18,000
	Blackberry - selected staff	2.4	$950	$2,280
	TOTAL			$36,840

	Other	FTE	Cost	Total
Yr 2	Rent	3.6	$4,600	$16,560
	DIT Computer support	3.6	$5,000	$18,000
	Blackberry - selected staff	2.4	$950	$2,280
	TOTAL			$36,840

	Other	FTE	Cost	Total
Yr 3	Rent	3.6	$4,600	$16,560
	DIT Computer support	3.6	$5,000	$18,000
	Blackberry - selected staff	2.4	$950	$2,280
	TOTAL			$36,840

	Other	FTE	Cost	Total
Yr 4	Rent	3.6	$4,600	$16,560
	DIT Computer support	3.6	$5,000	$18,000
	Blackberry - selected staff	2.4	$950	$2,280
	TOTAL			$36,840

Attachment G1.9

9.			
	Year One	Total Direct Costs (Total of 1-8 above)	$7,171,228
	Year Two	Total Direct Costs (Total of 1-8 above)	$4,162,528
	Year Three	Total Direct Costs (Total of 1-8 above)	$4,162,528
	Year Four	Total Direct Costs (Total of 1-8 above)	$4,162,528

10.	Indirect Costs as per agreement with Feds	Base Cost	Indirect Cost Rate (decimal)	Total
Yr 1	Total value of contracts < $25K	$0	0.102	$0
	4 contracts with value >= $25,000 = $100,000 base cost	$100,000	0.102	$10,200
	All other direct costs (minus equipment)	$874,419	0.102	$89,191
	TOTAL			$99,391

	Indirect Costs	Base Cost (e.g. salary)	Indirect Cost Rate (decimal)	Total
Yr 2	Total value of contracts < $25K	$0	0.102	$0
	4 contracts with value >= $25,000 = $100,000 base cost	$100,000	0.102	$10,200
	All other direct costs	$865,719	0.102	$88,303
	TOTAL			$98,503

	Indirect Costs	Base Cost (e.g. salary)	Indirect Cost Rate (decimal)	Total
Yr 3	Total value of contracts < $25K	$0	0.102	$0
	4 contracts with value >= $25,000 = $100,000 base cost	$100,000	0.102	$10,200
	All other direct costs	$865,719	0.102	$88,303
	TOTAL			$98,503

	Indirect Costs	Base Cost (e.g. salary)	Indirect Cost Rate (decimal)	Total
Yr 4	Total value of contracts < $25K	$0	0.102	$0
	4 contracts with value >= $25,000 = $100,000 base cost	$100,000	0.102	$10,200
	All other direct costs	$865,719	0.102	$88,303
	TOTAL			$98,503

11.	Funding for Involved LEAs: Activity	Purpose	Cost	# LEAs involved	Total
Years 1 - 4	N/A				$0
					$0
	TOTAL				$0

12.	Supplemental Funding for Participating LEAs: Activity	Purpose	Cost	# consortia or LEAs involved	Total
Years 1 - 4	N/A				$0
					$0
	TOTAL				$0

Budget Part II: Project-Level Budget Table
Project Name: Breakthrough for Learning
Associated with Criteria: Turning around Lowest Achieving Schools (E)(2)(ii))
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$214,562	$214,562	$214,562	$214,562	$858,248
2. Fringe Benefits	$96,553	$96,553	$96,553	$96,553	$386,212
3. Travel	$85,000	$51,250	$38,750	$38,750	$213,750
4. Equipment	$0	$0	$0	$0	$0
5. Supplies	$40,550	$33,500	$33,500	$33,500	$141,050
6. Contractual	$1,965,000	$1,943,500	$1,903,500	$1,623,500	$7,435,500
7. Training Stipends	$0	$0	$0	$0	$0
8. Other	$68,930	$86,180	$99,180	$99,180	$353,470
9. Total Direct Costs (lines 1-8)	$2,470,594	$2,425,544	$2,386,044	$2,106,044	$9,388,228
10. Indirect Costs	$64,321	$59,725	$59,777	$62,990	$246,812
11. Funding for Involved LEAs	$1,500,000	$1,500,000	$1,500,000	$500,000	$5,000,000
12. Supplemental Funding for Participating LEAs - Title I School Improvement Grant will fund Title I turnaround schools.	$0	$0	$0	$0	$0
13. Total Costs (lines 9-12)	$4,034,915	$3,985,270	$3,945,821	$2,669,034	$14,635,040

All applicants must provide a break-down by the applicable budget categories show in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Budget Part II: Project-Level Budget Narrative
Project Name: Breakthrough for Learning
Associated with Criteria: Turning around Lowest Achieving Schools (E)(2)(ii))
(Evidence for selection criterion (A)(2)(i)(d))

1.	Personnel: The following personnel will all be hired or funded as employees of the project. Four more FTEs will be funded with Title I School Improvement Grant funds.	% FTE (use decimal number)	Base Salary	Total
Year One	Consultant: An additional consultant will be hired to support the work of turning around low performing schools especially with schools that are closed and with charter school authorizers opening new schools.	1	$76,441	$76,441
	Consultant: An additional consultant will be hired to support the work of turning around low performing schools especially non-Title I schools that fall into the lowest 5%.	1	$76,441	$76,441
	Support Staff	0.5	$44,883	$22,442
	State School Redesign/Reform Officer: new legislation requires the Supt. Of Public Instruction to hire an SSRRO to oversee the turnaround of the lowest performing 5% of schools. 10% of the SSRRO is being funded to coordinate RTTT and school turnaround efforts.	0.1	$125,000	$12,500
	Office Director: Office of Education Improvement and Innovation directs and administers the state's School Improvement Grants and statewide system of support for struggling schools. 10% of MaryAlice Galloway's time is being funded to coordinate with RTTT efforts.	0.1	$104,000	$10,400
	Consultant: Linda Hecker, lead consultant for OEII services to struggling schools. 20% of her time is being funded to coordinate RTTT turnaround efforts and SIG turnaround efforts.	0.2	$81,690	$16,338
	TOTAL			$214,562

	Personnel: The following personnel will all be hired or funded as employees of the project.	% FTE (use decimal number)	Base Salary	Total
Year Two	Consultant: An additional consultant will be hired to support the work of turning around low performing schools especially with schools that are closed and with charter school authorizers opening new schools.	1	$76,441	$76,441
	Consultant: An additional consultant will be hired to support the work of turning around low performing schools especially non-Title I schools that fall into the lowest 5%.	1	$76,441	$76,441
	Support Staff	0.5	$44,883	$22,442
	State School Redesign/Reform Officer: new legislation requires the Supt. Of Public Instruction to hire an SSRRO to oversee the turnaround of the lowest performing 5% of schools. 10% of the SSRRO is being funded to coordinate RTTT and school turnaround efforts.	0.1	$125,000	$12,500
	Office Director: Office of Education Improvement and Innovation directs and administers the state's School Improvement Grants and statewide system of support for struggling schools. 10% of MaryAlice Galloway's time is being funded to coordinate with RTTT efforts.	0.1	$104,000	$10,400
	Consultant: Linda Hecker, lead consultant for OEII services to struggling schools. 20% of her time is being funded to coordinate RTTT turnaround efforts and SIG turnaround efforts.	0.2	$81,690	$16,338
	TOTAL			$214,562

Year Three	Personnel: The following personnel will all be hired or funded as employees of the project.	% FTE (use decimal number)	Base Salary	Total
	Consultant: An additional consultant will be hired to support the work of turning around low performing schools especially with schools that are closed and with charter school authorizers opening new schools.	1	$76,441	$76,441
	Consultant: An additional consultant will be hired to support the work of turning around low performing schools especially non-Title I schools that fall into the lowest 5%.	1	$76,441	$76,441
	Support Staff	0.5	$44,883	$22,442
	State School Redesign/Reform Officer: new legislation requires the Supt. Of Public Instruction to hire an SSRRO to oversee the turnaround of the lowest performing 5% of schools. 10% of the SSRRO is being funded to coordinate RTTT and school turnaround efforts.	0.1	$125,000	$12,500
	Office Director: Office of Education Improvement and Innovation directs and administers the state's School Improvement Grants and statewide system of support for struggling schools. 10% of MaryAlice Galloway's time is being funded to coordinate with RTTT efforts.	0.1	$104,000	$10,400
	Consultant: Linda Hecker, lead consultant for OEII services to struggling schools. 20% of her time is being funded to coordinate RTTT turnaround efforts and SIG turnaround efforts.	0.2	$81,690	$16,338
	TOTAL			$214,562

Year Four	Personnel: The following personnel will all be hired or funded as employees of the project.	% FTE (use decimal number)	Base Salary	Total
	Consultant: An additional consultant will be hired to support the work of turning around low performing schools especially with schools that are closed and with charter school authorizers opening new schools.	1	$76,441	$76,441
	Consultant: An additional consultant will be hired to support the work of turning around low performing schools especially non-Title I schools that fall into the lowest 5%.	1	$76,441	$76,441
	Support Staff	0.5	$44,883	$22,442
	State School Redesign/Reform Officer: new legislation requires the Supt. Of Public Instruction to hire an SSRRO to oversee the turnaround of the lowest performing 5% of schools. 10% of the SSRRO is being funded to coordinate RTTT and school turnaround efforts.	0.1	$125,000	$12,500
	Office Director: Office of Education Improvement and Innovation directs and administers the state's School Improvement Grants and statewide system of support for struggling schools. 10% of MaryAlice Galloway's time is being funded to coordinate with RTTT efforts.	0.1	$104,000	$10,400
	Consultant: Linda Hecker, lead consultant for OEII services to struggling schools. 20% of her time is being funded to coordinate RTTT turnaround efforts and SIG turnaround efforts.	0.2	$81,690	$16,338
	TOTAL			$214,562

2.

	Fringe Benefits	Fringe Benefit % (decimal)	Base Salary	Total
Year One	Consultant	0.45	$76,441	$34,398
	Consultant	0.45	$76,441	$34,398
	.5 Support Staff	0.45	$22,442	$10,099
	.1 /SSRRO	0.45	$12,500	$5,625
	.1 Office Director	0.45	$10,400	$4,680
	.2 Lead Consultant	0.45	$16,338	$7,352
	TOTAL			$96,553

	Fringe Benefits	Fringe Benefit % (use decimal)	Base Salary	Total
Year Two	Consultant	0.45	$76,441	$34,398
	Consultant	0.45	$76,441	$34,398
	.5 Support Staff	0.45	$22,442	$10,099
	.1 /SSRRO	0.45	$12,500	$5,625
	.1 Office Director	0.45	$10,400	$4,680
	.2 Lead Consultant	0.45	$16,338	$7,352
	TOTAL			$96,553

	Fringe Benefits	Fringe Benefit % (use decimal)	Base Salary	Total
Year Three	Consultant	0.45	$76,441	$34,398
	Consultant	0.45	$76,441	$34,398
	.5 Support Staff	0.45	$22,442	$10,099
	.1 /SSRRO	0.45	$12,500	$5,625
	.1 Office Director	0.45	$10,400	$4,680
	.2 Lead Consultant	0.45	$16,338	$7,352
	TOTAL			$96,553

	Fringe Benefits	Fringe Benefit % (use decimal)	Base Salary	Total
Year Four	Consultant	0.45	$76,441	$34,398
	Consultant	0.45	$76,441	$34,398
	.5 Support Staff	0.45	$22,442	$10,099
	.1 /SSRRO	0.45	$12,500	$5,625
	.1 Office Director	0.45	$10,400	$4,680
	.2 Lead Consultant	0.45	$16,338	$7,352
	TOTAL			$96,553

3.

	Travel: Travel expenses $250/person/trip.	# of Trips	Cost per Trip	Total
Year One	Collaboration meetings - 25 people each	5	$6,250	$31,250
	Vendor Training - 30 people each	3	$7,500	$22,500
	Facilitator travel - 5 people each	25	$1,250	$31,250
				$0
				$0
	TOTAL			$85,000

	Travel: Travel expenses $250/person/trip.	# of Trips	Cost per Trip	Total
Year Two	Collaboration meetings - 25 people each	2	$6,250	$12,500
	Vendor Training - 30 people each	1	$7,500	$7,500
	Facilitator travel - 5 people each	25	$1,250	$31,250
				$0
				$0
	TOTAL			$51,250

	Travel: Travel expenses $250/person/trip.	# of Trips	Cost per Trip	Total
Year Three	Collaboration meetings - 25 people each	2	$6,250	$12,500
	Vendor Training - 30 people each	1	$7,500	$7,500
	Facilitator travel - 3 people each	25	$750	$18,750
				$0
				$0
	TOTAL			$38,750

	Travel: Travel expenses $250/person/trip.	# of Trips	Cost per Trip	Total
Year Four	Collaboration meetings - 25 people each	2	$6,250	$12,500
	Vendor Training - 30 people each	1	$7,500	$7,500
	Facilitator travel - 3 people each	25	$750	$18,750
				$0
				$0
	TOTAL			$38,750

5.

	Supplies	Cost of Item	Qty.	Total
Year One	General office supplies for 3.3 FTE	$5,000	3.3	$16,500
	computers	$2,000	3.0	$6,000
	DIT support per FTE	$5,000	3.4	$17,000
	conference phone	$300	1.0	$300
	printers	$250	3.0	$750
	TOTAL			$40,550

	Supplies	Cost of Item	Qty.	Total
Year Two	General office supplies for 3.3 FTE	$5,000	3.3	$16,500
	DIT support per FTE	$5,000	3.4	$17,000
				$0
				$0
				$0
	TOTAL			$33,500

	Supplies	Cost of Item	Qty.	Total
Year Three	General office supplies for 3.3 FTE	$5,000	3.3	$16,500
	DIT support per FTE	$5,000	3.4	$17,000
				$0
				$0
				$0
	TOTAL			$33,500

	Supplies	Cost of Item	Qty.	Total
Year Four	General office supplies for 3.3 FTE	$5,000	3.3	$16,500
	DIT support per FTE	$5,000	3.4	$17,000
				$0
				$0
				$0
	TOTAL			$33,500

6.

	Contractual	Service(s) to Be Provided	Contract Amount	Total
Year One	RFP for a grant to develop the state's vendor training		$25,000	$25,000
	Grant to deliver Instructional Improvement System Training for 15 LEAs X 50 people each		$90,000	$90,000
	Contracts for 5 facilitator/monitors to work with non-Title I schools in the lowest 5% of achievement		$100,000	$100,000
	RFP for a 4-year Grant for a consortium of ISDs to develop and implement a Turnaround Academy and a socially networked clearinghouse for effective turnaround practices (in conjunction with professional associations)	Development	$1,000,000	$1,000,000
	RFP for a 4-year Grant for a consortium of ISDs and Higher Education Institution(s) to develop and implement a Principal's Academy and a socially networked clearinghouse for effective practices to ensure highly effective leaders in high-need schools (in conjunction with professional associations). This will be an enhancement of the current Principals Academy that is part of the statewide system of support to Title I schools identified for improvement.		$750,000	$750,000
	TOTAL			$1,965,000

	Contractual	Service(s) to Be Provided	Contract Amount	Total
Year Two	RFP for a grant for 3 years to deliver state's vendor training		$3,500	$3,500
	Grant to deliver Instructional Improvement System Training for 15 LEAs X 50 people each		$90,000	$90,000
	Contracts for 5 facilitator/monitors to work with non-Title I schools in lowest 5% of achievement		$100,000	$100,000
	RFP for a 4-year Grant for a consortium of ISDs to develop and implement a Turnaround Academy and a socially networked clearinghouse for effective turnaround practices (in conjunction with professional associations)	Delivery of Turnaround Academy.	$1,000,000	$1,000,000
	RFP for a 4-year Grant for a consortium of ISDs and Higher Education Institution(s) to develop and implement a Principal's Academy and a socially networked clearinghouse for effective practices to ensure highly effective leaders in high-need schools (in conjunction with professional associations). This will be an enhancement of the current Principals Academy that is part of the statewide system of support to Title I schools identified for improvement.		$750,000	$750,000
	TOTAL			$1,943,500

	Contractual	Service(s) to Be Provided	Contract Amount	Total
Year Three	RFP for a grant for 3 years to deliver state's vendor training		$3,500	$3,500
	Grant to deliver Instructional Improvement System Training for 15 LEAs X 50 people each		$90,000	$90,000
	Contracts for 3 facilitator/monitors to work with non-Title I schools in lowest 5% of achievement		$60,000	$60,000
	RFP for a 4-year Grant for a consortium of ISDs to develop and implement a Turnaround Academy and a socially networked clearinghouse for effective turnaround practices (in conjunction with professional associations)	Delivery of Turnaround Academy	$1,000,000	$1,000,000
	RFP for a 4-year Grant for a consortium of ISDs and Higher Education Institution(s) to develop and implement a Principal's Academy and a socially networked clearinghouse for effective practices to ensure highly effective leaders in high-need schools (in conjunction with professional associations). This will be an enhancement of the current Principals Academy that is part of the statewide system of support to Title I schools identified for improvement.		$750,000	$750,000
	TOTAL			$1,903,500

	Contractual	Service(s) to Be Provided	Contract Amount	Total
Year Four	RFP for a grant for 3 years to deliver state's vendor training		$3,500	$3,500
	Contracts for 3 facilitator/monitors to work with non-Title I schools in lowest 5% of achievement		$60,000	$60,000
	Facilitator/monitors - 3		$60,000	$60,000
	RFP for a 4-year Grant for a consortium of ISDs to develop and implement a Turnaround Academy and a socially networked clearinghouse for effective turnaround practices (in conjunction with professional associations)	Delivery of Turnaround Academy	$750,000	$750,000
	RFP for a 4-year Grant for a consortium of ISDs and Higher Education Institution(s) to develop and implement a Principal's Academy and a socially networked clearinghouse for effective practices to ensure highly effective leaders in high-need schools (in conjunction with professional associations). This will be an enhancement of the current Principals Academy that is part of the statewide system of support to Title I schools identified for improvement.		$750,000	$750,000
	TOTAL			$1,623,500

7.

	Training Stipends	Program Description	Cost	Total
Years One - Four	N/A			$0
				$0
				$0
				$0
				$0
	TOTAL			$0

8.

	Other	Description (e.g. communications, printing, postage, equipment rental)	Cost	Total
Year One	conference calls/webinars		$1,750	$1,750
	printing		$10,000	$10,000
	equipment rental		$7,000	$7,000
	webinar hosting fees		$35,000	$35,000
	building occupancy fees for 3.3 FTE		$15,180	$15,180
	TOTAL			$68,930

	Other	Description (e.g. communications, printing, postage, equipment rental)	Cost	Total
Year Two	conference calls/webinars		$1,500	$1,500
	printing		$10,000	$10,000
	equipment rental		$7,000	$7,000
	webinar hosting fees		$52,500	$52,500
	building occupancy fees for 3.3 FTE		$15,180	$15,180
	TOTAL			$86,180

	Other	Description (e.g. communications, printing, postage, equipment rental)	Cost	Total
Year Three	conference calls/webinars		$2,000	$2,000
	printing		$7,000	$7,000
	equipment rental		$5,000	$5,000
	webinar hosting fees		$70,000	$70,000
	building occupancy fees for 3.3 FTE		$15,180	$15,180
	TOTAL			$99,180

	Other	Description (e.g. communications, printing, postage, equipment rental)	Cost	Total
Year Four	Conference calls/webinars		$2,000	$2,000
	printing		$7,000	$7,000
	equipment rental		$5,000	$5,000
	webinar hosting fees		$70,000	$70,000
	building occupancy fees for 3.3 FTE		$15,180	$15,180
	TOTAL			$99,180

9.

Year One	Total Direct Costs (Total of 1-8 above)	$2,470,594
Year Two	Total Direct Costs (Total of 1-8 above)	$2,425,544
Year Three	Total Direct Costs (Total of 1-8 above)	$2,386,044
Year Four	Total Direct Costs (Total of 1-8 above)	$2,106,044

10.

	Indirect Costs	Base Cost (e.g. salary)	Indirect Cost Rate (decimal)	Total
Year One	RFP to develop vendor training	$25,000	0.102	$2,550
	Grant to deliver training on instruction improvement systems.	$25,000	0.102	$2,550
	Contracts for facilitator/monitors	$25,000	0.102	$2,550
	Develop Turnaround Academy grant	$25,000	0.102	$2,550
	Enhancement of Principals Academy grant	$25,000	0.102	$2,550
	Other Direct Costs	$505,594	0.102	$51,571
	TOTAL			$64,321

	Indirect Costs	Base Cost (e.g. salary)	Indirect Cost Rate (decimal)	Total
Year Two	RFP to deliver vendor training	$3,500	0.102	$357
	Grant to deliver training on instructional improvement systems	$25,000	0.102	$2,550
	Contracts for facilitator/monitors	$25,000	0.102	$2,550
	Deliver Turnaround Academy grant	$25,000	0.102	$2,550
	Enhancement of Principals Academy grant	$25,000	0.102	$2,550
	Other Direct Costs	$482,044	0.102	$49,168
	TOTAL			$59,725

	Indirect Costs	Base Cost (e.g. salary)	Indirect Cost Rate (decimal)	Total
Year Three	RFP to deliver vendor training	$3,500	0.102	$357
	Grant to deliver trianing on instructional improvement systems.	$25,000	0.102	$2,550
	Contracts for facilitator/monitors	$25,000	0.102	$2,550
	Deliver Turnaround Academy grant	$25,000	0.102	$2,550
	Enhancement of Principals Academy grant	$25,000	0.102	$2,550
	Other Direct Costs	$482,545	0.102	$49,220
	TOTAL			$59,777

	Indirect Costs	Base Cost (e.g. salary)	Indirect Cost Rate (decimal)	Total
Year Four	RFP to deliver vendor training	$35,000	0.102	$3,570
	Grant to deliver training on instructional improvement systems	$25,000	0.102	$2,550
	Contracts for facilitator/monitors	$25,000	0.102	$2,550
	Deliver Turnaround Academy grant	$25,000	0.102	$2,550
	Enhancement of Principals Academy grant	$25,000	0.102	$2,550
	Other Direct Costs	$482,545	0.102	$49,220
	TOTAL			$62,990

11.

	Funding for Involved LEAs: Activity	Purpose	Cost	# LEAs involved	Total
Year One	Statewide Activity Supplement: Funding for involved LEAs is $500,000 per year for an estimated 3 non-Title I schools in the lowest 5% of achievement. Title I schools will be funded with Title I School Improvement Grant funds.		$500,000	3	$1,500,000
					$0
					$0
					$0
					$0
	TOTAL				$1,500,000

	Funding for Involved LEAs: Activity	Purpose	Cost	# LEAs involved	Total
Year Two	Statewide Activity Supplement: Funding for involved LEAs is $500,000 per year for an estimated 3 non-Title I schools in the lowest 5% of achievement. Title I schools will be funded with Title I School Improvement Grant funds.		$500,000	3	$1,500,000
					$0
					$0
					$0
					$0
	TOTAL				$1,500,000

	Funding for Involved LEAs: Activity	Purpose	Cost	# LEAs involved	Total
Year Three	Statewide Activity Supplement: Funding for involved LEAs is $500,000 per year for an estimated 3 non-Title I schools in the lowest 5% of achievement. Title I schools will be funded with Title I School Improvement Grant funds.		$500,000	3	$1,500,000
					$0
					$0
					$0
					$0
	TOTAL				$1,500,000

	Funding for Involved LEAs: Activity	Purpose	Cost	# LEAs involved	Total
Year Four	Statewide Activity Supplement: Funding for involved LEAs is $500,000 per year for an estimated 1 non-Title I schools in the lowest 5% of achievement. Title I schools will be funded with Title I School Improvement Grant funds.		$500,000	1	$500,000
					$0
					$0
					$0
					$0
	TOTAL				$500,000

12.

	Supplemental Funding for Participating LEAs: Activity	Purpose	Cost	# LEAs involved	Total
Years One - Four	N/A				$0
					$0
					$0
					$0
					$0
	TOTAL				$0

Additional Information for #12:

LEA	Rationale	Supplemen-tal Subgrant Cost	Total
N/A			

Budget Part II: Project-Level Budget Table
Project Name: Re-Imagine
Associated with Criteria: (F)(2)
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$38,387	$38,387	$38,387	$38,387	$153,546
2. Fringe Benefits	$17,274	$17,274	$17,274	$17,274	$69,096
3. Travel	$8,400	$8,400	$8,400	$8,400	$33,600
4. Equipment	$0	$0	$0	$0	$0
5. Supplies	$0	$0	$0	$0	$0
6. Contractual	$0	$0	$0	$0	$0
7. Training Stipends	$0	$0	$0	$0	$0
8. Other	$0	$0	$0	$0	$0
9. Total Direct Costs (lines 1-8)	$64,060	$64,061	$64,061	$64,061	$256,242
10. Indirect Costs	$9,084	$9,084	$9,084	$9,084	$36,337
11. Funding for Involved LEAs	$0	$0	$0	$0	$0
12. Supplemental Funding for Participating LEAs	$20,000,000	$10,000,000	$10,000,000	$10,000,000	$50,000,000
13. Total Costs (lines 9-12)	$20,073,145	$10,073,145	$10,073,145	$10,073,145	$50,292,579

All applicants must provide a break-down by the applicable budget categories show in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Budget Part II: Project-Level Budget Narrative
Project Name: Re-Imagine
Associated with Criteria: (F)(2)
(Evidence for selection criteria (A)(2)(i)(d))

	Personnel: The following personnel will all be hired or funded as employees of the project.	% FTE (use decimal number)	Base Salary	Total
Year One	Re-Imagine Project Director	0.5	$76,773	$38,387
				$0
				$0
	TOTAL			$38,387

	Personnel: The following personnel will all be hired or funded as employees of the project.	% FTE (use decimal number)	Base Salary	Total
Year Two	Re-Imagine Project Director	0.5	$76,773	$38,387
				$0
				$0
				$0
				$0
	TOTAL			$38,387

	Personnel: The following personnel will all be hired or funded as employees of the project.	% FTE (use decimal number)	Base Salary	Total
Year Three	Re-Imagine Project Director	0.5	$76,773	$38,387
				$0
				$0
				$0
				$0
				$0
	TOTAL			$38,387

	Personnel: The following personnel will all be hired or funded as employees of the project.	% FTE (use decimal number)	Base Salary	Total
Year Four	Re-Imagine Project Director	0.5	$76,773	$38,387
				$0
				$0
				$0
				$0
	TOTAL			$38,387

	Fringe Benefits	Fringe Benefit % (decimal)	Base Salary	Total
Year One	.5 FTE	0.45	$38,387	$17,274
	TOTAL			$17,274

	Fringe Benefits	Fringe Benefit % (decimal)	Base Salary	Total
Year Two	.5 FTE	0.45	$38,387	$17,274
	TOTAL			$17,274

	Fringe Benefits	Fringe Benefit % (decimal)	Base Salary	Total
Year Three	0.5	0.45	$38,387	$17,274
	TOTAL			$17,274

	Fringe Benefits	Fringe Benefit % (decimal)	Base Salary	Total
Year Four	0.5	0.45	$38,387	$17,274
	TOTAL			$17,274

3.

	Travel: Travel expenses include the average	# of Trips	Cost per Trip	Total
Year One	Site visits to district 2 per year	28	$300	$8,400
				$0
				$0
	TOTAL			$8,400

	Travel: Travel expenses include the average	# of Trips	Cost per Trip	Total
Year Two	Site visits to district 2 per year	28	$300	$8,400
				$0
				$0
	TOTAL			$8,400

	Travel: Travel expenses include the average	# of Trips	Cost per Trip	Total
Year Three	Site visits to district 2 per year	28	$300	$8,400
				$0
				$0
	TOTAL			$8,400

	Travel: Travel expenses include the average	# of Trips	Cost per Trip	Total
Year Four	Site visits to district 2 per year	28	$300	$8,400
				$0
				$0
	TOTAL			$8,400

4.

	Equipment	Cost of Item	Qty.	Total
Years One - Four	N/A			$0
	TOTAL			$0

5.

Years One	Supplies	Cost of Item	Qty.	Total
	N/A			$0
				$0
	TOTAL			$0

6.

Years 1 - 4	Contractual	Service(s) to Be Provided	Contract Amount	Total
	N/A			$0
	TOTAL			$0

7.

Years 1 - 4	Training Stipends	Program Description	Cost	Total
	N/A			$0
				$0
				$0
				$0
				$0
	TOTAL			$0

8.

Years 1 - 4	Other	Description (e.g. communications, printing, postage, equipment rental)	Cost	Total
	N/A			
	TOTAL			$0

9.

Year One	Total Direct Costs (Total of 1-8 above)	$64,060
Year Two	Total Direct Costs (Total of 1-8 above)	$64,061
Year Three	Total Direct Costs (Total of 1-8 above)	$64,061
Year Four	Total Direct Costs (Total of 1-8 above)	$64,061

10.

	Indirect Costs	Base Cost (e.g. salary)	Indirect Cost Rate (decimal)	Total
Years 1 - 4			0.102	$0
				$0
	TOTAL			$0

11.

	Funding for Involved LEAs: Activity	Purpose	Cost	# LEAs involved	Total
Years 1 - 4	N/A				$0
					$0
	TOTAL				$0

12.	Supplemental Funding for Participating LEAs:	Purpose	Cost	# LEAs involved	Total
Year One	Participating LEAs:	Project ReImagine	$20,000,000	60	$20,000,000
	See Table Below				
	TOTAL				$20,000,000

Additional Information for #12:

	LEA	Enrollment	Cost
Year One	Detroit Public Schools	91827	$4,000,000
	Ingham Intermediate School District*	44976	$2,400,000
	Saginaw Intermediate School District*	32939	$2,240,000
	Utica Community Schools	29131	$2,400,000
	Traverse Bay Area Intermediate School District*	23964	$2,400,000
	Grand Rapids Public Schools	18204	$1,700,000
	Mason Lake Intermediate School District* **	8447	$900,000
	Oxford Community Schools	4366	$880,000
	Lakeview Public Schools (Battle Creek)	3819	$800,000
	Comstock Public Schools	2322	$600,000
	Armada Area Schools	2010	$480,000
	University Preparatory Academy Charter (Detroit)	1634	$400,000
	Farwell Area Schools	1541	$400,000
	N.I.C.E. Community Schools	1206	$400,000

Attachment G1.11

	Supplemental Funding for Participating LEAs: Activity	Purpose	Cost	# LEAs involved	Total
Year Two	Participating LEAs:	Project ReImagine	$10,000,000	60	$10,000,000
	See Table Below				
	TOTAL				$10,000,000

Additional Information for #12:

	LEA	Enrollment	Cost
Year Two	Detroit Public Schools	91827	$2,000,000
	Ingham Intermediate School District*	44976	$1,200,000
	Saginaw Intermediate School District*	32939	$1,120,000
	Utica Community Schools	29131	$1,200,000
	Traverse Bay Area Intermediate School District*	23964	$1,200,000
	Grand Rapids Public Schools	18204	$850,000
	Mason Lake Intermediate School District* **	8447	$450,000
	Oxford Community Schools	4366	$440,000
	Lakeview Public Schools (Battle Creek)	3819	$400,000
	Comstock Public Schools	2322	$300,000
	Armada Area Schools	2010	$240,000
	University Preparatory Academy Charter (Detroit)	1634	$200,000
	Farwell Area Schools	1541	200,000
	N.I.C.E. Community Schools	1206	$200,000

	Purpose
	$0
TOTAL	

Attachment G1.11

Year Three	Supplemental Funding for Participating LEAs:	Purpose	Cost	# LEAs involved	Total
	Participating LEAs:	Project ReImagine	$10,000,000	60	$10,000,000
	See Table Below				
	TOTAL				$10,000,000

Additional Information for #12:

LEA	Enrollment	Cost
Detroit Public Schools	91827	$2,000,000
Ingham Intermediate School District*	44976	$1,200,000
Saginaw Intermediate School District*	32939	$1,120,000
Utica Community Schools	29131	$1,200,000
Traverse Bay Area Intermediate School District*	23964	$1,200,000
Grand Rapids Public Schools	18204	$850,000
Mason Lake Intermediate School District* **	8447	$450,000
Oxford Community Schools	4366	$440,000
Lakeview Public Schools (Battle Creek)	3819	$400,000
Comstock Public Schools	2322	$300,000
Armada Area Schools	2010	$240,000
University Preparatory Academy Charter (Detroit)	1634	$200,000
Farwell Area Schools	1541	200,000
N.I.C.E. Community Schools	1206	$200,000

Attachment G1.11

Year Four	Supplemental Funding for Participating LEAs:	Purpose	Cost	# LEAs involved	Total
	Participating LEAs:	Project ReImagine	$10,000,000	60	$10,000,000
	See Table Below				
	TOTAL				$10,000,000

Additional Information for #12:

LEA	Enrollment	Cost
Detroit Public Schools	91827	$2,000,000
Ingham Intermediate School District*	44976	$1,200,000
Saginaw Intermediate School District*	32939	$1,120,000
Utica Community Schools	29131	$1,200,000
Traverse Bay Area Intermediate School District*	23964	$1,200,000
Grand Rapids Public Schools	18204	$850,000
Mason Lake Intermediate School District* **	8447	$450,000
Oxford Community Schools	4366	$440,000
Lakeview Public Schools (Battle Creek)	3819	$400,000
Comstock Public Schools	2322	$300,000
Armada Area Schools	2010	$240,000
University Preparatory Academy Charter (Detroit)	1634	$200,000
Farwell Area Schools	1541	200,000
N.I.C.E. Community Schools	1206	$200,000