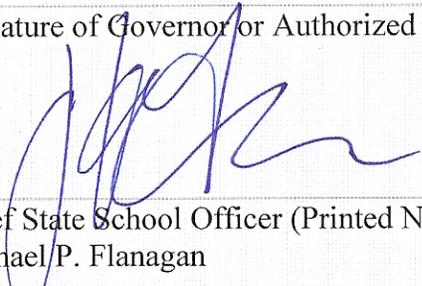
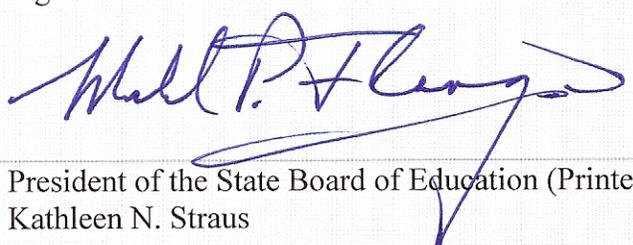
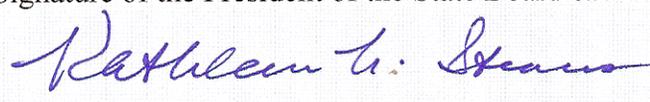


**I. RACE TO THE TOP APPLICATION ASSURANCES
(CFDA No. 84.395A)**

Legal Name of Applicant (Office of the Governor): Office of the Governor, State of Michigan	Applicant's Mailing Address: 111 S. Capitol P.O. Box 30013 Lansing, MI 48909
Employer Identification Number: 386000134	Organizational DUNS: 805336641
State Race to the Top Contact Name: (Single point of contact for communication) Sally Vaughn	Contact Position and Office: Deputy Superintendent/Chief Academic Officer Office of the Superintendent
Contact Telephone: (517) 335-0011	Contact E-mail Address: Vaughns1@michigan.gov
<p>Required Applicant Signatures:</p> <p>To the best of my knowledge and belief, all of the information and data in this application are true and correct.</p> <p>I further certify that I have read the application, am fully committed to it, and will support its implementation:</p>	
Governor or Authorized Representative of the Governor (Printed Name): Governor Jennifer M. Granholm	Telephone: (517) 373-3400
Signature of Governor or Authorized Representative of the Governor: 	Date: 1/15/10
Chief State School Officer (Printed Name): Michael P. Flanagan	Telephone: (517) 373-9235
Signature of the Chief State School Officer: 	Date: 1/15/10
President of the State Board of Education (Printed Name): Kathleen N. Straus	Telephone: (517) 373-3324
Signature of the President of the State Board of Education: 	Date: Jan 15, 2010

State Attorney General Certification

I certify that the State's description of, and statements and conclusions concerning, State law, statute, and regulation in its application are complete, accurate, and constitute a reasonable interpretation of State law, statute, and regulation.

(See especially Eligibility Requirement (b), Selection Criteria (B)(1), (D)(1), (E)(1), (F)(2), (F)(3).)

I certify that the State does not have any legal, statutory, or regulatory barriers at the State level to linking data on student achievement (as defined in this notice) or student growth (as defined in this notice) to teachers and principals for the purpose of teacher and principal evaluation.

State Attorney General or Authorized Representative (Printed Name):

Telephone:

Michael A. Cox

(517) 373-8060

Signature of the State Attorney General or Authorized Representative:

Date:



1/17/10

II. ACCOUNTABILITY, TRANSPARENCY, REPORTING AND OTHER ASSURANCES AND CERTIFICATIONS

Accountability, Transparency and Reporting Assurances

The Governor or his/her authorized representative assures that the State will comply with all of the accountability, transparency, and reporting requirements that apply to the Race to the Top program, including the following:

- For each year of the program, the State will submit a report to the Secretary, at such time and in such manner as the Secretary may require, that describes:
 - the uses of funds within the State;
 - how the State distributed the funds it received;
 - the number of jobs that the Governor estimates were saved or created with the funds;
 - the State's progress in reducing inequities in the distribution of highly qualified teachers, implementing a State longitudinal data system, and developing and implementing valid and reliable assessments for limited English proficient students and students with disabilities; and
 - if applicable, a description of each modernization, renovation, or repair project approved in the State application and funded, including the amounts awarded and project costs (ARRA Division A, Section 14008)
- The State will cooperate with any U.S. Comptroller General evaluation of the uses of funds and the impact of funding on the progress made toward closing achievement gaps (ARRA Division A, Section 14009)
- If the State uses funds for any infrastructure investment, the State will certify that the investment received the full review and vetting required by law and that the chief executive accepts responsibility that the investment is an appropriate use of taxpayer funds. This certification will include a description of the investment, the estimated total cost, and the amount of covered funds to be used. The certification will be posted on the State's website and linked to www.Recovery.gov. A State or local agency may not use funds under the ARRA for infrastructure investment funding unless this certification is made and posted. (ARRA Division A, Section 1511)
- The State will submit reports, within 10 days after the end of each calendar quarter, that contain the information required under section 1512(c) of the ARRA in accordance with any guidance issued by the Office of Management and Budget or the Department. (ARRA Division A, Section 1512(c))
- The State will cooperate with any appropriate Federal Inspector General's examination of records under the program. (ARRA Division A, Section 1515)

Other Assurances and Certifications

The Governor or his/her authorized representative assures or certifies the following:

- The State will comply with all applicable assurances in OMB Standard Forms 424B (Assurances for Non-Construction Programs) and to the extent consistent with the State's application, OMB Standard Form 424D (Assurances for Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- The State will comply with all of the operational and administrative provisions in Title XV and XIV of the ARRA, including Buy American Requirements (ARRA Division A, Section 1605), Wage Rate Requirements (section 1606), and any applicable environmental impact requirements of the National Environmental Policy Act of 1970 (NEPA), as amended, (42 U.S.C. 4371 et seq.) (ARRA Division A, Section 1609). In using ARRA funds for infrastructure investment, recipients will comply with the requirement regarding Preferences for Quick Start Activities (ARRA Division A, Section 1602).
- Any local educational agency (LEA) receiving funding under this program will have on file with the State a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- Any LEA receiving funding under this program will have on file with the State (through either its Stabilization Fiscal Stabilization Fund application or another U.S. Department of Education Federal grant) a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.
- The State and other entities will comply with the Education Department General Administrative Regulations (EDGAR), including the following provisions as applicable: 34 CFR Part 74—Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 75—Direct Grant Programs; 34 CFR Part 77—Definitions that Apply to Department Regulations; 34 CFR Part 80—Uniform Administrative Requirements for Grants and Cooperative Agreements to State

80– Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81– General Education Provisions Act–Enforcement; 34 CFR Part 82– New Restrictions on Lobbying; 34 CFR Part 84–Governmentwide Requirements for Drug-Free Workplace (Financial Assistance); 34 CFR Part 85–Governmentwide Debarment and Suspension (Nonprocurement).

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL

Governor or Authorized Representative of the Governor (Printed Name):	
Governor Jennifer M. Granholm	
Signature of Governor or Authorized Representative of the Governor:	Date:
	4/15/10

III. ELIGIBILITY REQUIREMENTS

A State must meet the following requirements in order to be eligible to receive funds under this program.

Eligibility Requirement (a)

The State's applications for funding under Phase 1 and Phase 2 of the State Fiscal Stabilization Fund program must be approved by the Department prior to the State being awarded a Race to the Top grant.

The Department will determine eligibility under this requirement before making a grant award.

Eligibility Requirement (b)

At the time the State submits its application, there are no legal, statutory, or regulatory barriers at the State level to linking data on student achievement (as defined in this notice) or student growth (as defined in this notice) to teachers and principals for the purpose of teacher and principal evaluation.

The certification of the Attorney General addresses this requirement. The applicant may provide explanatory information, if necessary. The Department will determine eligibility under this requirement.

IV. SELECTION CRITERIA: PROGRESS AND PLANS IN THE FOUR EDUCATION REFORM AREAS

(A) State Success Factors (125 total points)

(A)(1) Articulating State's education reform agenda and LEAs' participation in it (65 points)

The extent to which—

- (i) The State has set forth a comprehensive and coherent reform agenda that clearly articulates its goals for implementing reforms in the four education areas described in the ARRA and improving student outcomes statewide, establishes a clear and credible path to achieving these goals, and is consistent with the specific reform plans that the State has proposed throughout its application; (5 points)
- (ii) The participating LEAs (as defined in this notice) are strongly committed to the State's plans and to effective implementation of reform in the four education areas, as evidenced by Memoranda of Understanding (MOUs) (as set forth in Appendix D)¹ or other binding agreements between the State and its participating LEAs (as defined in this notice) that include— (45 points)
 - (a) Terms and conditions that reflect strong commitment by the participating LEAs (as defined in this notice) to the State's plans;
 - (b) Scope-of-work descriptions that require participating LEAs (as defined in this notice) to implement all or significant portions of the State's Race to the Top plans; and
 - (c) Signatures from as many as possible of the LEA superintendent (or equivalent), the president of the local school board (or equivalent, if applicable), and the local teachers' union leader (if applicable) (one signature of which must be from an authorized LEA representative) demonstrating the extent of leadership support within participating LEAs (as defined in this notice); and

¹ See Appendix D for more on participating LEA MOUs and for a model MOU.

(iii) The LEAs that are participating in the State's Race to the Top plans (including considerations of the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty) will translate into broad statewide impact, allowing the State to reach its ambitious yet achievable goals, overall and by student subgroup, for—(15 points)

- (a) Increasing student achievement in (at a minimum) reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;
- (b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;
- (c) Increasing high school graduation rates (as defined in this notice); and
- (d) Increasing college enrollment (as defined in this notice) and increasing the number of students who complete at least a year's worth of college credit that is applicable to a degree within two years of enrollment in an institution of higher education.

In the text box below, the State shall describe its current status in meeting the criterion, as well as projected goals as described in (A)(1)(iii). The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (A)(1)(ii):

- An example of the State's standard Participating LEA MOU, and description of variations used, if any.
- The completed summary table indicating which specific portions of the State's plan each LEA is committed to implementing, and relevant summary statistics (see Summary Table for (A)(1)(ii)(b), below).
- The completed summary table indicating which LEA leadership signatures have been obtained (see Summary Table for (A)(1)(ii)(c), below).

Evidence for (A)(1)(iii):

- The completed summary table indicating the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty (see Summary Table for (A)(1)(iii), below).
- Tables and graphs that show the State’s goals, overall and by subgroup, requested in the criterion, together with the supporting narrative. In addition, describe what the goals would look like were the State not to receive an award under this program.

Evidence for (A)(1)(ii) and (A)(1)(iii):

- The completed detailed table, by LEA, that includes the information requested in the criterion (see Detailed Table for (A)(1), below).

Recommended maximum response length: Ten pages (excluding tables)

(A)(1) State’s education reform agenda and LEAs’ participation in it

Over the past six months, the Michigan Department of Education (MDE), Governor Granholm’s Office, and the Michigan Recovery Office have combined forces to develop the Michigan Integrated Education Reform Plan (MIERP), which connects the critical elements of our education system with direct student outcomes. While the impetus for this work was a result of the Secretary’s challenge through the Race to the Top grant, Michigan’s commitment to deep and sustained education reform stems from the decade-long economic crisis the State is experiencing. Indeed, many of the reforms upon which this plan was built have been taking shape in Michigan over the last seven years as part of the State’s economic recovery strategy. That strategy rests on two interconnected goals: diversification of the State’s auto-dependent economy and doubling the number of college graduates in Michigan. If the dynamic and evolving global economy has forced our nation to no longer take for granted its competitiveness, nowhere is this challenge more clear than in the state of Michigan.

In the last century, Michigan helped define the United States as a nation envied for its broad, middle class prosperity. Manufacturing jobs in the automobile, chemical, and furniture industries allowed those with little formal education to achieve economic security. Today, those jobs have largely disappeared, leaving in their wake communities wracked by social decay. Detroit, once regarded as a jewel among American cities, now has a worldwide reputation as a symbol of industrial decline and abandonment.

Although the rest of the world may see only the remains of an era gone by, the people of Michigan have a different story to tell. Their story is one of a state committed to radical transformation across all sectors of its economy, matched in boldness by the reinvention of our education system.

The people of Michigan are already hard at work building a knowledge-based economy rooted in the talent of its citizens. Guided by the four education areas that define the Obama administration's education reform agenda, we intend to again make our state one that is envied by creating an education system that puts economic success within the reach of all. We have made our share of history in Michigan before, putting the nation on wheels and using our manufacturing muscle to defend democracy in its darkest hour. We sense another historical moment is upon us, and we are ready for the challenge.

In the areas of standards and assessments and the use of data, Michigan has moved quickly to embrace these reforms, with the goals of maintaining momentum and continuing the progress. In the area of teachers and leaders and turning around the lowest performing schools, Michigan confronts the harsh realities of a failing system and seeks to engage in the difficult work of transformation. The goals for these areas are to increase student achievement while closing achievement gaps in order to increase high school graduation rates. This will be done through a major investment in teachers and administrators willing to commit to, and be held accountable for, student progress and success in school and in life.

MIERP is the State's blueprint for increasing student achievement, closing achievement gaps, increasing high school graduation rates, and increasing the number of college graduates. MIERP will both lead and support districts in changing school cultures to focus on student outcomes; professionalize teaching; and hold school boards, administrators, unions, and teachers accountable for student performance. The comprehensive and coherent MIERP interweaves reform initiatives to leverage them for greatest impact on student outcomes.

In the first reform area for standards and assessments, Michigan's governor, State Board of Education, MDE, and the legislature, together with education partners, are committed to the adoption of the Common Core College and Career Readiness Standards (CCRS) and the Common Core K-12 Standards (CCK-12) by June 2010. The consortium of states with which Michigan is

working to develop the CCRS and the CCK–12 Standards is composed of 48 states and four territories. The legal process for adopting state standards in Michigan requires approval by the State Board of Education, and MDE will engage in various activities to educate stakeholders and build support for the adoption of these standards.

Although the standards process can become highly political, the State is experienced in the adoption of standards and is able to mobilize the stakeholders to efficiently move through a similar process for the adoption of the Common Core Standards (CCRS and CCK–12).

Michigan is committed to working with multiple consortia of states to develop a high-quality system of assessments that support the valid and reliable measurement of student growth to inform instruction. As a demonstration of that commitment, Michigan took the following actions:

- Joined the Summative Multi-State Assessment Resources for Teachers and Educational Researchers (SMARTER) consortium of states.
- Joined the Multiple Options (for) Student Assessment (and) Instruction Consortium (MOSAIC).
- Signed the MOU for a State Consortium Developing Balanced Assessments of the Common Core Standards.
- Submitted a commitment from the State Superintendent of Public Instruction to join with ACHIEVE, the NGA, and CCSSO.

Key to Michigan’s transition to the CCRS and CCK–12 is the development and implementation of a Responsive Instructional Support System (RISS). The RISS marks a historic shift in the SEA’s role to support improvement in classroom instruction, by providing professional development and tangible instructional resources to educators and holding them accountable for the outcomes of the implementation. Where the traditional role of the SEA had been to define the content, or “what” needs to be taught, the new role via the RISS asserts that the methods, or the “how” of teaching the content is equally important and requires state-level direction and support. In addition, MDE has developed the Teaching for Learning Framework (TLF) to assist educators in understanding rigorous standards and the ability to teach those standards so that all students learn and demonstrate proficiency. The TLF website is scheduled for launch in July 2010.

The LEAs with the greatest disparities in student achievement will receive more intensive and rigorous support to move all students to college readiness by the completion of high school. The activities and contributions of these partners will transition the state to the common core standards and high-quality assessments and ensure effective ongoing support of the four assurance areas.

The CCRS and aligned state and local assessments will establish the foundation necessary to close achievement gaps by providing uniform standards for a rigorous curriculum for all students. The development and dissemination of instructional materials and supports aligned to the CCRS will be the mechanism for ensuring that all students benefit from the foundation of rigor and high expectations. Michigan will work with LEAs and other SEAs on the implementation of an assessment and accountability system that supports statewide implementation of the CCK–12 standards. The system will include corresponding robust measurement tools that support student attainment of proficiency on college and career readiness standards. By building an assessment system with greater balance, we are confident in our ability to improve student achievement.

With respect to the second reform area, data systems to support instruction, Michigan has made significant progress toward meeting the 12 elements of a longitudinal data system and now has the capacity to address 10 of the 12 elements. To better utilize the data captured in this system, the State implemented the Data for Student Success (D4SS) portal to translate State-collected data into actionable reports that can be used to inform and engage key stakeholders. Finally, a state-level research collaborative will address policy questions and support decision makers by using the array of information and resources available through the State Longitudinal Database System (SLDS), the Data for Student Success portal, and other related institutions.

The D4SS collaborative project now serves as the prototype for building Michigan’s Web-based interactive education data portal that will provide information to school leaders, teachers, researchers, and the public while also allowing them to ask questions, seek clarification, and drill down to more specific interests. The portal will continue to streamline the data flow from Michigan’s longitudinal data system into similar consortia around the state called the Regional Data Initiatives. The Regional Data Initiatives will allow the state to give access to all local school districts and charter schools to use instructional improvement systems and professional learning communities. Ultimately, the portal will become a one-stop shop for the dissemination of Michigan education data.

To improve instructional practice and the preparation of teachers, the eight regional data consortia each identified a Michigan teacher preparation institution as a research partner to give each consortium the ability to conduct in-depth research using the formative and summative data shared across the Regional Data Initiative. This regional research will be integrated into the State’s larger Research Collaborative.

As part of its commitment to improving the use of data, MDE will pursue a broad research agenda. The State-level research collaborative will address education policy questions in a more coherent fashion by engaging a diverse group of PK–12, postsecondary, workforce, and research partners to explore key education questions and to collaborate on addressing them using the SLDS, the Data for Student Success, and other pertinent evidence.

Addressing the third assurance, great teachers and leaders, is a critical priority for our state. Michigan is serious about improving methods of certifying of teachers and leaders; ensuring that the state has the most effective instructors and leaders; rewarding them for their success and holding them accountable for their failures.

The state is committed to multiple pathways that can help identify and recruit the very best candidates to our schools. For that reason, Michigan is taking certification requirements one step further. The State now will require all administrators, in addition to teachers and principals, to be certified and will offer multiple pathways.

In recent years, Michigan has embraced alternative teacher certification programs as one strategy to address the more challenging teacher shortages the state is confronting in high-need subject and geographic areas. In the realm of teacher certification, Michigan has historically been a “producer” that feeds teacher pipelines throughout the country. As such, teacher shortages have not presented as much of a challenge for this state as for others. However, as the Michigan economy has spiraled downward, it has become more challenging to retain graduates to teach in this state when they are lured away with higher salaries and benefits by states whose economies are a bit more stable. The need for alternative certification programs, for teachers and leaders, is now more pressing. In response, Michigan has laid a strong foundation that supports alternative certification programs for teachers and principals. In fact, Michigan has gone beyond that to allow alternative certification for central office administrators and superintendents.

At the close of its most recent legislative session, the Michigan Legislature enhanced the State's ability to offer alternative certification programs that meet the needs of both our school districts and potential candidates. In addition, this legislation ensures that individuals who receive a teaching certificate from an alternative program are on equal standing with their peers who graduated from traditional teacher preparation programs. Through this renewed commitment, Michigan is taking steps to create opportunities for schools that need teachers and for our residents who need jobs—through alternative certification programs currently operating in the state, other programs in development, and existing programs such as Teach For America, we anticipate being approved based on the new authority granted through the recently passed legislation.

Michigan has made great progress in developing its plan to implement evaluation programs for teachers and principals that is based on effectiveness. After months of research, deliberations, and consultations with agency staff, stakeholders, and policy experts, the Michigan Legislature passed comprehensive legislation for the establishment of a performance evaluation system for teachers and leaders. Again, demonstrating the State's commitment to excellence, administrators also will be evaluated in the same ways as the principals and teachers with whom they work.

Teacher and principal effectiveness cannot be considered a goal that, once attained, can be ignored. Instead, Michigan views educator effectiveness as an iterative and dynamic process, requirements for which change and grow as the students change and new research and best practices come into play. For this reason, it is imperative that a quality system of ongoing support—from the educator's first year throughout his or her career continuum—is implemented.

Data on student growth for individual students, classes, and schools will be provided to central office administrators, principals, and teachers as part of Michigan's SLDS. To inform instructional practice, the Data for Student Success (D4SS) allows authorized local school personnel to use dynamic inquiries against secured core data sets of State student demographic, program participation, and assessment results at the district and grade levels, by subgroup.

MDE will develop a process to identify the type of systemic professional development that will lead to sustained increases in teacher effectiveness and student achievement. The multifaceted evaluation systems that will be developed by districts participating in

the Race to the Top efforts will be used to evaluate both student academic growth and teacher and principal performance. The inclusion of information on teacher and principal performance will allow for the identification of challenge areas. These data, along with information on schoolwide areas of concern addressed in the school improvement plan, will be used to guide the selection of the most appropriate professional development to increase the effectiveness of teachers and principals and improve student achievement.

In addition to using the new evaluation systems to identify appropriate supports for teachers and leaders, they also will be used to inform compensation decisions. LEAs are now required to implement and maintain a method of compensation for their employees that is based on job performance and job accomplishments. In addition, districts participating in the Race to the Top efforts will be strongly encouraged to provide extra compensation to teachers who take on extra responsibilities, such as being a mentor or teacher leader or obtaining certification from the National Board for Professional Teaching Standards (NPBTS). A number of districts have indicated their willingness to lead on this issue, and MDE will provide additional supports to those districts in helping them to navigate the process of realigning their compensation schedules accordingly. Specific to tenure, the evaluation systems described above provide more information to LEAs for their use in decisions about granting tenure. In addition, MDE will provide technical assistance in determining factors that should inform decisions related to tenure. Principals are not granted tenure in Michigan so this is not applicable to them.

Because the achievement and growth results of assessment will be used for high-stakes purposes, evaluation results will be used formatively for the first three years in order to allow for feedback from teachers, principals, and other education stakeholders. During this time, these results will still be used to provide appropriate support through professional development to increase teacher effectiveness and student achievement. During the fourth year, LEAs will begin to use the results of the evaluation system in promotion, hiring, compensation, retention, or termination decisions. This ensures that the effectiveness measure is stable over time and provides the best information.

Ensuring that students in high-poverty and high-minority schools have equitable access to effective teachers is a priority to the State. Once data on distribution use effectiveness is available, Michigan will target efforts on ensuring that students in high-poverty

and/or high-minority schools have equitable access to highly effective teachers and principals and are not served by ineffective teachers and principals at higher rates than other students. We will do the following:

- Use quality data systems to identify areas of specific need.
- Ensure teacher and principal preparation programs prepare candidates to be effective in any classroom.
- Aggressively recruit and retain effective teachers and principals in high-poverty and high-minority schools as well as provide target support and professional development given their specific challenges and turnover rates.

In the fourth reform area, turning around low-performing schools, Michigan has chosen to concentrate efforts on those schools that are truly the lowest performing in the state. Michigan’s work for the 2010–11 school year will focus on the Detroit Public Schools and 15 other LEAs with schools on the lowest-achieving list.

The State of Michigan has far-reaching authority to intervene in the lowest-achieving schools and LEAs that are in improvement or corrective action status. While some authority has been in place for 19 years, new legislation provides strong authority for the superintendent of public instruction over the lowest performing 5 percent of all public schools.

The current system of supports provided to schools that are identified for improvement, corrective action, or restructuring comprises four elements: school-building audit to identify and address needs; process mentor team to provide monitoring and support for implementing the improvement plan; leadership support in the form of a Principal’s Fellowship and Leadership Coach; and instructional coaches to assist with the implementation of evidenced-based practices. The leadership support element has evolved over several years and has been fully operational for the last three years.

Through the Race to the Top and Federal School Improvement Grant Funding, Michigan will be able to implement a much more intensive support model for struggling schools. Michigan will include some of the strongest elements from the current statewide system of support and will implement the new turnaround models in the lowest-achieving schools in the state. All schools will be required to complete a comprehensive needs assessment and planning process at the start of the intervention.

Although many LEAs have used external coaches, not many have used external vendors to facilitate the turnaround process. One exception is the Detroit Public School (DPS) District. Most other LEAs have turned to their Intermediate School District or Regional Educational Service Agency (ISD/RESA) for assistance and support for school improvement. MDE has engaged the ISD/RESA organizations to expand the State's capacity to intervene in low-performing schools.

To assist schools in the selection of turnaround vendors, Michigan will issue an RFP to invite ISD/RESAs and others to describe their demonstrated success turning around low-performing schools. All vendors, including ISD/RESAs, will be required to participate in a State-run training program that specifies performance expectations and familiarizes vendors with state legislation and regulation. Vendors will be evaluated regularly and those that are not getting results will be removed from the authorized list.

One of the major concerns with the four options for school turnaround is that all but closure require the replacement of the school principal. Therefore, it is critical for Michigan to develop a pipeline of qualified principals and support new principals in turnaround efforts. In addition, new state legislation will require the appointment of a State School Reform/Redesign Officer (SSRO) who will have supervisory authority over the lowest performing schools. The SSRRO reports directly to the Superintendent of Public Instruction and will coordinate with offices within MDE to ensure smooth implementation and complete monitoring and reporting on turnaround schools.

Statewide, over the past four years, 282 schools have come off the list of schools identified for improvement, corrective action, or restructuring. While this demonstrates that a number of school districts in Michigan have engaged in reform with varying degrees of success, two districts have undergone dramatic changes in response to low student achievement, loss of students, and loss of funding. The School District of the City of Pontiac has closed eight schools in an effort to concentrate staff and resources to provide a focused effort to increase student achievement and to resize the district to match the current student population. Detroit Public Schools (DPS) has closed 27 schools and has engaged reform partners for 17 of its high schools. DPS is now working to engage reform partners for 13 of the elementary schools.

With the great work that has already occurred and the challenging plans we have developed, it is our goal to maintain the momentum we have built and the progress we have made in the areas of standards and assessment and data systems to support instruction. For the more challenging work to create more great teachers and leaders and turn around the lowest-achieving schools, our goals are to increase student achievement, while closing achievement gaps, in order to increase high school graduation rates. If we succeed in our endeavors, the people of Michigan will come closer to achieving a key goal of our state economic recovery strategy: doubling the number of college graduates in Michigan.

To attain this outcome, we must make steady progress along our path. With funding through Race to the Top and other state, local, and private sources, Michigan will achieve the following outcomes:

- Increase student achievement by linking all assessments to college and career readiness benchmarks. When these assessments are aligned to the designated benchmarks, there will be an initial decline in proficiency status. During the following years, we would expect to see that increase again based on this new focus and targeted professional development.
- Close the achievement gaps between students with disabilities, economically disadvantaged, African-American, and Latino students, and white children—which currently range from 20 percent to 40 percent—by 25%.
- Increase the statewide high school graduation rate from 75.5 to 80 percent.
- Raise the percentage of young adults in Michigan with a college degree by 5 percent over four years. (The number of college entrance scores submitted to Michigan IHEs has more than doubled in the last three years as a result of including the ACT as a component of our High School NCLB test.)
- Once the P-20 data system is built out, and we are able to track college enrollment and retention rates, we will work to increase enrollment.
- Increase the number of students ready for college and career, specifically in science, technology, engineering, and mathematics (STEM) areas, by increasing the following:

- The number of students successfully completing Advanced Placement mathematics and science courses through the National Math and Science Initiative (NMSI) and other similar efforts
- The number of rigorous mathematics and science courses successfully taken by students before graduation as result of:
 - The Michigan Merit Curriculum (MMC) requirements
 - Teachers in mathematics and science classrooms who have received quality professional development through Title II , Title II (B), Algebra for All, and other professional development efforts
 - Increased use of formative assessment and targeted intervention to identify and assist struggling students
 - Increased use of graphing calculators and other technology in the classroom
- The number of students proficient or above in the state assessments of mathematics or science
- Raise achievement in the bottom 5 percent of schools to remove 50 percent of the schools from the current list.
- Prevent decreases in student achievement through rapid and effective intervention, making school turnaround part of our routine functions.
- Redefine educator effectiveness in Michigan by including average student growth gains and providing public, transparent reports on teacher/leader effectiveness to help parents select the most effective schools for their students.

As you read through this application, you will find that several implementation themes remain constant:

- **Data and research will guide decisions.** In all cases, data will be used to set measures, determine progress, and change gears as needed.
- **What is working will be strengthened, and what is ineffective will be stopped.** In addition, outside support—ranging from national experts to education management organizations—needed to advance and sustain initiatives will be brought into the State.
- **Stakeholders from across the State will be engaged in collaborative planning and implementation.** Michigan has a strong system of support through its 57 Intermediate School Districts (ISDs), which serve as regional service agencies that provide

instructional and administrative support for constituent districts. ISDs services include professional development for teachers and administrators, computer services support, special education services, and career/technical education. These groups will partner with MDE in development, dissemination, and implementation at various levels.

- **Everyone will be held accountable.** From the Governor, the State Legislature, the State Superintendent of Public Instruction and State Board of Education to individual local district board members, administrators, and teachers, accountability for student achievement will be the guiding principle, the foundation, and the expectation for Michigan’s reformed education system.

See Attachment A1.1 LEA MOU.

Summary Table for (A)(1)(ii)(b)

Elements of State Reform Plans	Number of LEAs Participating (#)	Percentage of Total Participating LEAs (%)
B. Standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	756	100
C. Data Systems to Support Instruction		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems	756	100
(ii) Professional development on use of data	756	100
(iii) Availability and accessibility of data to researchers	756	100
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth	756	100
(ii) Design and implement evaluation systems	755	99.9
(iii) Conduct annual evaluations	755	99.9
(iv)(a) Use evaluations to inform professional development	756	100
(iv)(b) Use evaluations to inform compensation, promotion and retention	754	99.7
(iv)(c) Use evaluations to inform tenure and/or full certification	752	99.5

(iv)(d) Use evaluations to inform removal	756	100
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools	755	99.9
(ii) Hard-to-staff subjects and specialty areas	756	100
(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development	756	100
(ii) Measure effectiveness of professional development	756	100
E. Turning Around the Lowest-Achieving Schools		
(E)(2) Turning around the lowest-achieving schools	754	99.7

Summary Table for (A)(1)(ii)(c)

Signatures acquired from participating LEAs:			
Number of Participating LEAs with all applicable signatures			
	Number of Signatures Obtained (#)	Number of Signatures Applicable (#)	Percentage (%) (Obtained / Applicable)
LEA Superintendent (or equivalent)	756	756	100
President of Local School Board (or equivalent, if applicable)	754	756	99.7
Local Teachers Union Leader (if applicable)	48	608	7.9

Summary Table for (A)(1)(iii)

	Participating LEAs (#)	Statewide (#)	Percentage of Total Statewide (%) (Participating LEAs / Statewide)
LEAs	756	848	89.2
Schools	3,345	3,711	90.1
K-12 Students	1,435,258	1,611,668	89.1
Students in poverty	706,054	748,570	94.3

Proficiency Gap Analysis

The following two tables analyze the proficiency gaps in reading and mathematics and compare the 756 districts that submitted MOUs (89.6 percent of all LEAs) with the 88 districts that did not submit MOUs (10.4 percent) and with all LEAs. We separated students identified as economically disadvantaged from noneconomically disadvantaged to compute a gap. A student’s status as economically disadvantaged is highly correlated with the major subgroups of concern in ESEA. We therefore treated this variable as a key indicator in place of several subgroup proficiency gaps for purposes of this analysis.

The proficiency gaps for reading in MOU districts are slightly larger than for non-MOU districts at elementary (2 percent) and at the middle school (3 percent). At the high school, however, the MOU districts gap is 4 percent lower than the non-MOU districts. The gaps remain substantial for both groups and in the state as a whole.

Percent Proficient Reading

	Economically Disadvantaged			Non-Economically Disadvantaged			Gap		
	ES	MS	HS	ES	MS	HS	ES	MS	HS
District									
Statewide MOU	74	67	44	90	86	66	-16	-19	-22
Statewide Non-MOU	80	75	51	94	91	77	-14	-16	-26
Statewide Total	75	68	44	91	87	68	-16	-19	-24

For mathematics, we see a similar pattern. MOU districts have higher proficiency gaps at the elementary and middle schools (2 percent) than non-MOU districts. However, the MOU districts have a lower proficiency gap at the high school than non-MOU districts. The gaps remain substantial for both groups

Percent Proficient Math

	ED			Non-ED			Gap		
	ES	MS	HS	ES	MS	HS	ES	MS	HS
District									
Statewide MOU	77	68	30	91	86	56	-14	-18	-26
Statewide Non-MOU	83	76	38	95	92	70	-12	-16	-32
Statewide Total	77	68	31	92	87	58	-15	-19	-27

The next table demonstrates that participating districts with MOUs (89.6 percent of all Michigan districts) serve student populations that are representative of the State. Students with certain characteristics (Special Education Participation, Title I Eligible, High Poverty, Homeless, African American, and Hispanic) are slightly overrepresented in participating districts. Asian students are underrepresented in participating districts.

Race to the Top by Student Demographic and Program Counts*

	Special Ed Program Participation	LEP Program Participation	Migrant Program Participation	Title1 Eligible	High Poverty	Homeless	Female	Male
Not Participating	26,616	7,573	396	27,641	50,459	1,088	95,063	101,435
Participating	265,454	68,346	3,303	562,031	785,627	14,815	810,462	873,796
% Participating	90.9%	90.0%	89.3%	95.3%	94.0%	93.2%	89.5%	89.6%

*Data from SRSD Fall 2008, Spring 2009, and End of Year 2009

Race to the Top by Student Demographic and Program Counts (continued)*

	American Indian	Asian	African American	Hawaiian	White	Hispanic	Multi- racial
Not Participating	1,699	10,351	17,989	262	157,666	6,508	2,023
Participating	15,288	35,887	370,740	2,114	1,154,677	86,523	19,029
% Participating	90.0%	77.6%	95.4%	89.0%	88.0%	93.0%	90.4%

The table below identifies the number of schools in LEAs that submitted Race to the Top MOUs (3,147 schools or 89.9 percent of all Michigan schools) versus the number of schools in LEAs that did not submit MOUs (352 schools or 10.1 percent).

Further, this table identifies the percentage of schools in MOU and non-MOU LEAs that made AYP versus the percentage that did not make AYP. The pattern shows that districts that submitted Race to the Top MOUs have a higher percentage of schools not making AYP than those that did not submit MOUs.

AYP Status and Race to the Top Cross-Tabulation					
			Race to the Top		Total
			Not Participating	Participating	
AYP Status	Met AYP Status	Count	312	2,645	2,957
		% within AYP Status	10.6%	89.4%	100%
	Did Not Make AYP Status	Count	40	502	542
		% within AYP Status	7.4%	92.6%	100%
Total		Count	352	3,147	3,499
		% within AYP Status	10.1%	89.9%	100

Data drawn from the Education Entity Master, and includes ISD Schools, ISD Unique Education Providers, LEA Schools, LEA Unique Education Providers, and PSA schools.

The table below shows that the 756 districts that submitted MOUs (Participating) represent 89.6 percent of all LEAs in Michigan. Further, this table demonstrates that the districts participating in Race to the Top are demographically similar to the state overall.

Locale Race to the Top Cross-Tabulation*				
		Districts Not Participating	Districts Participating	Total
City	Count	12	126	138
	% within Locale	8.7%	91.3%	100%
Suburb	Count	26	192	218
	% within Locale	11.9%	88.1%	100%
Town	Count	9	108	117
	% within Locale	7.7%	92.3%	100%
Rural	Count	37	316	353
	% within Locale	10.5%	89.5%	100%
No locale code available	Count	4	14	18
	% within Locale	22.2%	77.8	100%
State Total	Count	88	756	844
	% within Locale	10.4%	89.6%	100%

*Data from OEAA and Locale Codes from NCES.

Detailed Table for (A)(1)

This table provides detailed information on the participation of each participating LEA (as defined in this notice). States should use this table to complete the Summary Tables above. (Note: If the State has a large number of participating LEAs (as defined in this notice), it may move this table to an attachment. States should provide in their narrative a clear reference to the attachment that contains the table.)

Participating LEAs	LEA Demographics		Signatures on MOUs		MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion																		
	# of Schools	# of K-12 Students in Poverty	# of K-12 Students in LEA Supt. (or equivalent)	President of local school board (if applicable)		President of 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)	
See Attachment A1.2 Participating LEAs																								

(A)(2) Building strong statewide capacity to implement, scale up and sustain proposed plans (30 points)

The extent to which the State has a high-quality overall plan to—

(i) Ensure that it has the capacity required to implement its proposed plans by— (20 points)

(a) Providing strong leadership and dedicated teams to implement the statewide education reform plans the State has proposed;

- (b) Supporting participating LEAs (as defined in this notice) in successfully implementing the education reform plans the State has proposed, through such activities as identifying promising practices, evaluating these practices' effectiveness, ceasing ineffective practices, widely disseminating and replicating the effective practices statewide, holding participating LEAs (as defined in this notice) accountable for progress and performance, and intervening where necessary;
- (c) Providing effective and efficient operations and processes for implementing its Race to the Top grant in such areas as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement;
- (d) Using the funds for this grant, as described in the State's budget and accompanying budget narrative, to accomplish the State's plans and meet its targets, including where feasible, by coordinating, reallocating, or repurposing education funds from other Federal, State, and local sources so that they align with the State's Race to the Top goals; and
- (e) Using the fiscal, political, and human capital resources of the State to continue, after the period of funding has ended, those reforms funded under the grant for which there is evidence of success; and

(ii) Use support from a broad group of stakeholders to better implement its plans, as evidenced by the strength of the statements or actions of support from— *(10 points)*

- (a) The State's teachers and principals, which include the State's teachers' unions or statewide teacher associations; and
- (b) Other critical stakeholders, such as the State's legislative leadership; charter school authorizers and State charter school membership associations (if applicable); other State and local leaders (*e.g.*, business, community, civil rights, and education association leaders); Tribal schools; parent, student, and community organizations (*e.g.*, parent-teacher associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions of higher education.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. The State's response to (A)(2)(i)(d) will be addressed in the budget section (Section VIII of the application). Attachments, such as letters of support or commitment, should be summarized in the text box below and organized with a summary table in the

Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (A)(2)(i)(d):

- The State’s budget, as completed in Section VIII of the application. The narrative that accompanies and explains the budget and how it connects to the State’s plan, as completed in Section VIII of the application.

Evidence for (A)(2)(ii):

- A summary in the narrative of the statements or actions and inclusion of key statements or actions in the Appendix.

Recommended maximum response length: Five pages (excluding budget and budget narrative)

(A)(2)(i) Capacity required to implement State’s proposed plans

(a) Strong leadership and dedicated teams to implement statewide education reform as proposed by State

MIERP focuses on significantly reforming the State’s education system and the success of this plan is dependent upon the state and local leaders in Michigan. The governor, State Board of Education, state superintendent, and legislature have been fully engaged in ensuring that education legislation and policy are aligned in support of the reforms in Michigan’s plan so that our local leaders have the incentives, supports, and accountability necessary to implement it. Detroit, an example of the many urban cities in decline, provides an illustration of how our committed citizens have stepped up to provide the integrity and leadership necessary in this time of crisis. In 2008, the Governor cited Detroit for a financial emergency and appointed an emergency financial manager, as allowed by state law. Most recently, the emergency financial manager committed another year to this city to continue reforms in order to bring needed improvements to help revive the city through the revitalization of its education system. In November 2009, Detroit’s mayor was re-elected, ensuring a level of stability to a city facing economic hardship.

MDE work teams, working in partnership with ISDs and other state education associations, will provide the support needed for districts to implement the State plan. Michigan is one of six states selected to participate in the State Implementation & Scaling-up of Evidence-based Practices (SISEP) initiative, which helps states increase their capacity to scale up research-based best practices with fidelity. Michigan will build on this experience with scaling up best practices to support districts in their implementation of MIERP.

Each project will be led by a highly qualified project manager. Where needed, lead positions will be posted for application. Project managers and teams will be held to specific performance measures. MDE also will consider team leads based in geographic locations other than Lansing.

In each case, team members will be dedicated as indicated in the project budgets. This includes not only MDE staff but also consultants, ISD staff, teachers, higher education, and other involved stakeholders. The best way to ensure dedication is to provide compensation based on results, and as much as possible, that will be our approach. All projects and the project management office will be under the oversight of Sally Vaughn, Deputy Superintendent and Chief Academic Officer of the Michigan Department of Education.

(b) Support for participating LEAs

The Teaching for Learning Framework (TLF) will be a resource for districts that will provide them with easy access to best practices that have been vetted by teachers, administrators, and university professors to ensure that only those that have demonstrated positive impacts on students will be included. Districts will be both supported and held accountable for the progress and performance for their students through a series of activities including professional development, active learning communities, and knowledge management structures put in place for sharing best practices and lessons learned. Teachers and administrators will have real-time access to information on how their students are progressing, and job-embedded professional development will be provided to support the use of differentiated instructional strategies enabling teachers to reach all students.

The project leads will be responsible for monitoring LEA progress on initiatives. For those districts not demonstrating progress and performance, their ISDs will intervene with a deeper level of support as described in this application. In addition, the State has the authority to further intervene through less drastic measures such as offering support, and through more drastic measures such as withholding funding, replacing key district personnel, and taking over schools.

(c) Effective and efficient operations and processes for implementing Race to the Top grant

Michigan is committed to ensuring that the reform measures implemented in the American Recovery and Reinvestment Act (ARRA) Race to the Top initiative are coordinated with all related efforts, including the recent state reform legislation, and that they become embedded in Michigan’s educational culture. A crucial component designed to ensure effective implementation of these reforms, and to guarantee transparency and accountability, is the creation of a new office within MDE. The Race to the Top Office of Integrated Reform 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 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. These tasks will be accomplished by (1) ensuring that reform policy decisions are communicated and executed among the existing offices of MDE, (2) focusing on effective and efficient implementation of identified projects/activities, and (3) coordinating the reform efforts of MDE with other appropriate external partners. Michigan is creating this new office in order to responsibly manage the resources provided under Race to the Top with a systems-focused, coordinated approach.

Inherent in the charge to the office is the task of coordinating one of the most critical aspects of these reforms—professional development. The responsibility for creating and delivering professional development will remain with the existing MDE office overseeing each project as articulated in this application. The new office will coordinate all professional development to make certain that educators are provided with an integrated system of personalized growth that maintains the overall reform vision in a clear, supportive manner.

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. 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 from around the State. In contrast, the Race to the Top Integrated Office of Integrated Reform is charged with ensuring that implementation and monitoring of all projects and activities outlined in the State plan are successfully executed.

(d) Use of grant funds to accomplish State’s plans and meet its targets—where feasible, by coordinating, reallocating, or repurposing education funds from other federal, state, and local sources so they align with the State’s Race to the Top goals

In addition to Race to the Top funding, Michigan is using State funds to support 21st Century Small High Schools in two Detroit Public Schools (DPS) schools and one charter school in Detroit; a grant from the Kellogg Foundation to support districts in creating “Ready Schools,” which ensure not only that children are ready for school but that schools are prepared for children; State funds to support the Middle Colleges initiative, which provides dual-enrollment (high school and community college) opportunities in health and STEM careers; state-funded Math and Science Centers that support districts in STEM-related professional development activities; and Michigan Virtual University, which provides online Web-based programming for students and online Web-based professional development for teachers.

Throughout this application, we identify critical areas of need for Race to the Top funds. In the budget narrative, we also outline areas of funding overlap. We view the Race to the Top as providing a one-time, start-up fund for the development and institutionalization of several key functions at MDE including teacher evaluation and school turnaround, which is primarily funded with Title I School Improvement Grant funds.

All funds coming into the Department of Education must now be aligned with MIERP as much as possible, given the funding requirements. Because our foundation community has been involved from the ground up, the foundations also are committed to

funding education opportunities on the local level that align with the broader plan. On the federal landscape, we have integrated plans for a State Longitudinal Data System (SLDS) grant and a School Improvement Grant to align with the strategy. Other key federal funding sources such as Title I Part A, Title II Parts A and D, and IDEA also will work in concert with the plan. For example, Title II Part D ARRA funds are being used to start up eight regional data initiatives that will be the foundation work for the implementation of instructional improvement systems statewide, and Title I Part A funds are being used in coordination with School Improvement and Race to the Top funds to provide extended learning opportunities to improve achievement. On the State level, funds also will be directed toward this plan. The State Legislature recently put into law the requirement of a School Reform Officer. This primarily State-funded position will be critical in implementing the struggling schools reforms. The State also will be redirecting some funds at the local level. For example, 31 A funds, provided to schools for students at risk of failure, will be monitored to ensure coordination with Race to the Top and School Improvement initiatives.

Regardless of the outcome of Race to the Top, Michigan has a great need to leverage all funds toward our MIERP, and we will continue to do so as much as possible.

(e) Use of fiscal, political, and human capital resources of the State to continue, after the period of funding has ended, those reforms funded under the grant for which there is evidence of success

Most radical change efforts fail because at the end of the day, people “in the trenches” are not committed to change. In education, nearly all teachers and leaders want their students to improve. They are committed to the idea of change, but they are not given the practical supports to truly change daily practice. To be successful, every teacher, administrator, parent, and community member must rethink the business of educating our children. This will require tremendous effort on the part of leaders across the state ranging from the governor to the local teachers union. For Michigan, the stakes are incredibly high for all involved—we must succeed or our state will spiral into irrecoverable poverty and unemployment. Our governor and legislature have stated firmly that they are willing to make the hard decisions necessary to implement change, and they have followed those statements with dramatic

legislative changes. We will have a solid plan to manage the change of daily practice throughout the education system.

Michigan is viewing the Race to the Top funding as start-up costs, not operating costs, for the critical initiatives that need to be put in place. Some of the projects will produce efficiencies that will allow the state ultimately to spend less money on data reporting and compliance monitoring, and allow the savings to support classroom instruction. Project Re-Imagine districts have been specifically charged with “doing more with less,” acknowledging that we must achieve excellence more efficiently.

Our state legislators have stepped up to the plate to pass the legislation needed to implement the reform process, and we anticipate they will make the hard choices necessary to continue to fund education at the levels needed to carry out MIERP. The foundation and business communities have given full support for the reform of the State’s education system. Their ongoing support will be needed to champion the reforms.

(A)(2)(ii) Support from a broad group of stakeholders to better implement plans

(a) Teachers and principals, which include the State’s teacher unions or statewide teacher associations

Michigan elementary/middle school and high school principal associations are committed to supporting the implementation of the Michigan plan, as evidenced by their letters of support. Both the National Education Association and the American Federation of Teachers (AFT) have affiliates operating in the state of Michigan. Representatives of these organizations have been involved in stakeholder groups providing feedback to legislative and reform plan developments. Although the conversations have not always been easy and consensus has not always been reached, we firmly believe that our work to date is better because of this engagement. Of the two teacher unions in the state, the AFT-Michigan has expressed its support of the plan and encouraged its local district presidents to sign the MOU. In addition, the Michigan Network of Educators, representing “the best of the best” of our state teachers and leaders, has also submitted its letter of support for this plan.

(b) Other critical stakeholders

From the beginning, Michigan has enjoyed the support of critical stakeholders who contributed to the development of this plan and who mobilized the support necessary for its successful implementation. Since early last summer, the Council of Michigan Foundations has played a key leadership role in garnering much needed resources from foundations throughout our state so that we could develop a plan that would result in sustainable improvements for our education system. Although many states enjoyed the support of the Gates Foundation, Michigan was proud of the financial support provided by local foundations through the Council of Michigan Foundations. We believe that this is a testament to the commitment and resources available within our state to ensure the successful implementation of this plan.

Michigan’s legislative leadership engaged in difficult negotiations to ensure that appropriate legislative changes were passed in order to align state law with Michigan’s plan. They listened to stakeholders, debated among themselves, and passed major education reform legislation that puts students—and their teachers—at the center. As you read through this application, evidence of this effort is pervasive. Letters of support from the education leaders from Michigan’s legislature are also included in the Appendix (see Attachment A2.1 Letters of Support).

To build statewide support for this plan, the State launched intense outreach efforts, and the engagement of our stakeholders was encouraging. Four Intermediate School Districts (ISDs) took a leadership role in organizing a series of stakeholder meetings, held throughout the state to share information about our plans and lay the foundation for its support (see Attachment A2.2 Participation in State Stakeholder Meetings). The attendance at these meetings was nothing short of amazing. The first meeting in Wayne County (Detroit area) was attended by 134 superintendents, administrators, teachers and union leaders, school board members, and other interested stakeholders. The ISDs in more rural areas of the state were able to harness the technology available to them and organize the virtual participation of stakeholders in more remote areas. The numbers that follow represent only those who attended in person, as we were unable to obtain information on those participating virtually. In Traverse City, 147 of our state’s school leaders and committed stakeholders turned out to provide their feedback as we developed this plan. In Marquette in the

Upper Peninsula, one of the state's most rural areas, 25 leaders and stakeholders listened to our presentation and shared their feedback. At our final meeting in Grand Rapids, 121 people packed the room to make sure they were a part of this process. As these meetings were occurring, a series of targeted webinars were provided to key education partners including teachers, principals, school board members, superintendents, and colleges of education and community colleges. Feedback from these webinars provided the material for the development of a public FAQ document, which was posted on the MDE recovery website (<http://michigan.gov/mde-recovery>) and updated regularly.

These efforts paid off. Not only did Michigan further enhance its education reform agenda and present a plan we are all proud to stand behind, we are fortunate to enjoy the support of the most significant institutions and leaders in this state. In the Appendix, you will find letters from organizations that represent our leading institutes of higher education, associations for school leaders, business communities, urban education centers, and champions for a cross section of education issues such as mathematics, science, charter schools, adult education, and extended day programs (See Attachment A2.1 Letters of Support).

(A)(3) Demonstrating significant progress in raising achievement and closing gaps (30 points)

The extent to which the State has demonstrated its ability to—

- (i) Make progress over the past several years in each of the four education reform areas, and used its ARRA and other Federal and State funding to pursue such reforms; (5 points)
- (ii) Improve student outcomes overall and by student subgroup since at least 2003, and explain the connections between the data and the actions that have contributed to — (25 points)
 - (a) Increasing student achievement in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA;
 - (b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA; and

(c) Increasing high school graduation rates.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (A)(3)(ii):

- NAEP and ESEA results since at least 2003. Include in the Appendix all the data requested in the criterion as a resource for peer reviewers for each year in which a test was given or data was collected. Note that this data will be used for reference only and can be in raw format. In the narrative, provide the analysis of this data and any tables or graphs that best support the narrative.

Recommended maximum response length: Six pages

(A)(3)(i) Progress in four reform areas and use of funds to pursue such reforms

Michigan has applied ARRA funding, in addition to other state and federal resources, to make progress on educational reform in the four core areas as outlined below.

Standards and Assessments

Michigan has implemented a high-quality system of standards and assessments. Michigan's K–8 and high school content standards were substantially revised in 2004 and 2006, respectively, and are considered among the best and most rigorous in the nation. Michigan's rigorous K–8 and high school content expectations receive near perfect scores in various national education reports. For example, in both the 2009 and 2010 Education Week Quality Counts reports, Michigan received a grade of A for its high-quality standards. Michigan standards are routinely applauded by the leadership of Achieve and the Council of Chief State School Officers in speeches and publications and were a key factor in Governor Jennifer Granholm recently being honored as the National Education Policy Leader of the Year by the National Association of State Boards of Education. All Michigan standards are defined by specific content expectations that articulate what students should know and be able to do by grade, subject, or credit.

Student knowledge of K–8 standards is measured by the Michigan Educational Assessment Program (MEAP). High school expectations are measured by the Michigan Merit Exam (MME), which combines several tests into one and provides all students with both a free college entrance examination and measures of workforce readiness. These new world-class content standards are closely aligned to NAEP frameworks and international assessments such as PISA. Michigan’s English language arts and mathematics assessments have been fully approved by the U.S. Department of Education as meeting all ESEA requirements.

Since adopting these more rigorous standards, mathematics assessment scores have increased each year. MME was paid for through a combination of federal and state funds. The Michigan Merit Curriculum (MMC) rollout was paid for through a National Governor’s Association (NGA) grant, school improvement funds, and administrative set-aside from state and federal grants.

Data Systems

Michigan has made significant progress toward meeting the 12 elements described by the America Competes Act. MDE has the systems capacity to address 10 of the 12 elements and will focus Race to the Top and other efforts on redoubling statewide efforts to ensure that the remaining elements are addressed and accomplished in the State’s longitudinal data system to support our education reform efforts. As is the case with many states, MDE’s longitudinal data system capacity has been focused on PK–12, and recent efforts have moved the State toward the deployment of processes and systems that focus on connecting postsecondary and workforce data. Michigan now needs to enable end users to query and analyze information on a number of variables, subgroups, and relationships directly from the data sets currently available in Michigan.

In 2006, Michigan began working with an intermediate school district in the state on a prototype data portal project called Data for Student Success (D4SS). The D4SS project now serves as the prototype for building Michigan’s Web-based education data portal that will provide information to school leaders, teachers, researchers, and the public. Through Race to the Top, we plan to build upon efforts that have been funded by two separate Institute of Education Sciences (IES) State Longitudinal Data Systems (SLDS) grants and will leverage the D4SS efforts to put into place a Web portal that supports parameterized reporting against the core data sets. This will enable parents, teachers, and the interested public to ask questions, seek additional clarification, and drill

down to more specific areas of interest. As the State moves to build its automated SLDS, the D4SS objectives for 2010 will align with Race to the Top project goals and refocus on building Web services that automate the flow the State assessment data into the regional data initiatives (see Section (C)(3)) so that schools can link local data with state-level accountability data and other data points, such as attendance, subject-by-subject grading, and student-by-teacher rostering. Facilitating the timely flow of State data improves the depth and timing of reports, allowing teachers and administrators to dig deeper and increasing the value proposition for local funding of regional data warehouses in Michigan's tight fiscal environment.

Effective Teachers and Leaders

Michigan has a long history of being a leader in teacher preparation; in particular, Michigan State University's five-year program for teacher preparation is widely viewed as a national model of excellence. In addition, the University of Michigan is transforming its teacher preparation programs from seat-based to clinical in nature. The state has invested in research designed to identify shortage areas, such as mathematics and science, and to bring postsecondary institutions together to develop solutions. The SEA also has developed and is currently piloting Individual Professional Development Plans (IPDPs), which are designed to assist educators in strategically planning their own professional development based on their students' needs and the needs of the school as identified in the school improvement plan. The State recently implemented criteria approved by the State Board of Education to approve teacher preparation programs. In November 2007, the State Board directed all Michigan teacher preparation programs to work with one of two national accreditation organizations, the Teacher Education Accreditation Council (TEAC) or the National Council for the Accreditation of Teacher Education (NCATE), to begin the accreditation process by 2012. In addition, Michigan's 2006 NCLB Teacher Equity Plan outlines efforts and strategies undertaken relative to the equitable distribution of highly qualified teachers in high-poverty and high-minority schools. 96 percent of Michigan's teachers are highly qualified; the remaining 4 percent are not disproportionately clustered in high-poverty, low-performing districts or schools.

Turning Around Low-Achieving Schools

The State Superintendent of Public Instruction (SPI) has far-reaching authority to intervene in the lowest achieving schools and LEAs that are in improvement or corrective action status. The State's statute on school accreditation (MCL 380.1280) gives the SPI the authority to provide technical assistance to any school that is unaccredited and, for any school that is unaccredited for three consecutive years, the authority to replace the school administrator, give parents school choice, require the school to use a research-based school improvement model, or close the school. Standards for school accreditation are based primarily, but not solely, on student achievement.

(A)(3)(ii) Improvement in student outcomes and explanation of connections between data and actions that have contributed to improvements

Michigan has worked to improve the achievement of all students by implementing the reforms described above in addition to elements of the ESEA since it was reauthorized in 2001. The impact of these actions has been documented, since 2003, through Michigan's standards and assessment system. Michigan conducted standard setting for its general assessments in grades 3 through 8 in the 2005-06 academic year and began administering a new high school assessment in spring 2007. As such, statewide assessment data from 2003 and 2004 are not comparable and are not included in portions of the responses below. Attachment A3.1 (RTTT Demo Reports) displays reports supporting the narrative bullets and tables below. Due to page limit restrictions for appendices, Michigan has provided a sample of reports for some assessments. For example, the state has provided reports only from grades 3 and 8 for its alternate assessments. Attachment A3.1 displays data supporting the narrative bullets below.

(a) Increasing student achievement in reading/language arts and mathematics

- In general, Michigan students in Grades 3–8 have exceeded the corresponding state targets (for percentage of students at or above Proficient level) across years 2005–2008 on both reading and math on the MEAP.

- The percentage of students scoring at or above Proficient level on the MEAP ranges from 60s to low 90s for reading and math. These percentages remained fairly stable at each grade across years 2005–2008 for reading but demonstrated a general increasing trend across those years for mathematics.
- Attachment A3.1 (RTTT Demo Report, pp. 18–21) displays summaries of the students’ achievement changes (increases) on the Michigan Merit Examination (MME). As shown in the tables, the percentage of the Michigan students who achieved Advanced or Proficient levels on the MME Reading have met or exceeded the state targets set in the Michigan AMOs under NCLB, and the percentage of the Michigan students who achieved Advanced or Proficient on the MME Math have remained relatively stable, with an increase of 3 percent from Spring 2008 to Spring 2009.
- MDE can now fully document achievement of students with disabilities and English language learners (ELLs) for the purposes of targeting instruction, by ensuring that all students have access to high-quality alternate and English language proficiency assessments. Michigan has developed a unique system of alternate assessments that provides all student with disabilities an opportunity to demonstrate proficiency on State standards. Since implementing these assessments, Michigan has seen a significant rise in the number of students with disabilities assessed on State content standards due to the availability of more accessible, universally designed tests. The state also has a custom assessment of English proficiency administered in Grades K–12. These efforts have led to significant increases in the number of students with disabilities and ELLs assessed each year by the Michigan Educational Assessment System (see pp. 22–47 of Attachment A3.1).
- In a time of fiscal crisis, Michigan mitigated future cost increases (potentially in the millions of dollars) by bringing several state assessment functions in house. At the same time, MDE increased its capacity to conduct research on student achievement trends by adding a Psychometrics and Research Unit to the Office of Educational Assessment and Accountability (OEAA). This unit will be critical in developing the comprehensive PK–20 data system.

(b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics

Since the revision of K–8 state standards in 2004 and their implementation during 2005 and 2006, Michigan has demonstrated significant progress in closing achievement gaps in the content area of mathematics. The student groups displayed in the table below represent those with a sufficient *n*-size to permit valid comparison. As indicated in the data, the performance of black, Hispanic, American Indian, limited-English-proficient, and economically disadvantaged students, and students with disabilities, has been significantly above the state average and average of white students in every grade.

Three-Year Comparison—MEAP Mathematics 2006–2008

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
State average	3.4	3.3	0.9	10.9	18.3	6.4
White	2.4	2.2	0.2	7.9	14.7	4.0
Black	6.1	6.6	3.2	20.5	28.2	9.8
Hispanic	6.7	5.3	2.3	16.3	25.8	10.5
American Indian	5	5.3	-1.6	10.1	16.4	11.4
Students with disabilities	6.8	3.7	0.6	12.8	20.2	8.9
Limited English proficient	7.2	6.8	4.1	12.5	25.1	11.2
Economically disadvantaged	5.8	5.4	2.5	16.5	25.4	10.3

Over the three operational years of the MME (spring 2007–2009), economically disadvantaged, Hispanic, migrant, and formerly limited-English-proficient (FLEP) students, and English language learners all made gains in mathematics that were higher than the statewide average. This evidence suggests that Michigan’s efforts to close achievement gaps are having a positive effect for these student populations

Mathematics Proficiency Increases for State and Various Subgroups on MME

	Year 2007	Year 2008	Year 2009	Increase in Proficiency Rates from 2007 to 2009
Statewide	46%	46%	49%	3%
Economically disadvantaged	24%	25%	29%	5%
Hispanic	27%	28%	32%	5%
English Language learners	15%	18%	20%	5%
FLEP	23%	51%	44%	21%
Migrant	9%	13%	32%	23%

Achievement gaps in reading/language arts have proven more difficult to close. The student groups displayed in the table below represent those with a sufficient *n*-size to permit valid comparison. As the data show, the performance of black, Hispanic, American Indian, limited-English-proficient, and economically disadvantaged students, and students with disabilities has been significantly above the state average and average of white students in Grades 7 and 8. Achievement gaps in Grades 3–6 have been relatively stable over the three years upon which the data are based.

Three-Year Comparison—MEAP English Language Arts 2006–2008

Student Group	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
State average	3.9	-0.9	0.5	1.3	4.5	5.2
White	3.4	0.4	1.4	1.0	2.8	3.7
Black	4.5	-5.5	-2.8	2.1	7.7	8.8
Hispanic	8	-2.6	0.9	1.1	8.6	9.2
American Indian	4	4.1	5.4	4.9	5.9	8.3

Student Group	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Students with disabilities	5.7	-1.2	0.2	1.8	8	7.2
Limited English proficient	9.6	-6	-3.9	-5.7	5.1	8.2
Economically disadvantaged	5.8	-1.1	0.8	2.1	7.3	8.3

Over the three operational years of the MME (spring 2007–2009), economically disadvantaged, black, Hispanic, migrant, and formerly limited English proficient (FLEP) students, students with disabilities, and English language learners all made gains in reading that were higher than the statewide average. This evidence suggests that Michigan’s efforts to close achievement gaps are having a positive effect for these student populations

Reading Proficiency Increases for State and Various Subgroups on MME

	Year 2007	Year 2008	Year 2009	Increase in Proficiency Rates from 2007 to 2009
Statewide	60%	62%	60%	0%
Economically Disadvantaged	40%	43%	42%	2%
Black, not Hispanic Origin	32%	34%	33%	1%
Hispanic	44%	43%	45%	1%
English Language Learners	15%	18%	19%	4%
FLEP	38%	48%	48%	10%
Migrant	21%	25%	43%	22%
Students with Disabilities	19%	19%	23%	4%

(c) Increasing high school graduation rates

Prior to 2007, graduation rates were determined by using an “estimated” rate. Beginning in 2007, Michigan began calculating graduation rates using a cohort methodology, which provides more accurate results. In addition, this method aligns with the guidelines provided by the National Governors Association (NGA) Graduation Counts Compact and U.S. Department of Education regulations, and complies with the requirements of the No Child Left Behind Act. The use of the cohort methodology has resulted in some Michigan schools seeing a change in their graduation rates. This does not necessarily mean that more or fewer students are graduating from high school, only that the rates depict a more accurate picture than what was previously reported using the estimated rate.

In June 2009, the SPI issued the Superintendent’s Dropout Challenge. The goal of this initiative is to positively impact 40,000 to 60,000 students deemed to be at risk of dropping out of school. Districts utilize early warning signs to identify 10–15 students from all levels (elementary through high school) and then develop and implement universal, targeted, and intensive interventions in order to promote student achievement, reduce the dropout rate, and increase graduation and college-going rates (See Attachment B3.1 Superintendent’s Challenge Flyer). In response to the challenge, more than 1,100 schools are implementing intervention strategies. This initiative is an outcome of a collaborative pilot initiated through an IDEA Partnership grant awarded to the MDE through the National Association of State Directors of Special Education (funded by the U.S. Department of Education, Office of Special Education Programs). Partners included various offices at MDE, teacher unions, superintendent and principal professional organizations, and parent and advocacy organizations in Michigan. The pilot demonstrated that effective implementation of research-based practices had a positive impact on course completion and school attendance. Further, the pilot demonstrated a positive impact on faculty attitude toward students at risk of dropping out; student engagement improved and faculty belief in student potential changed. MDE has secured the support of America’s Promise; established a Dropout Challenge website; secured partnership commitments with Learning Point Associates, Great Lakes East Comprehensive Center, REL Midwest, the National High School Center, Michigan Association of Secondary School Principals, and other education organizations and foundations to provide a comprehensive series of professional development opportunities, information, and resources. Early warning sign data

collection tools have been incorporated within the State’s regional data warehouse system, funded through Title IID. Graduation Town, an online learning community and communication network, is also under development.

(B) Standards and Assessments (70 total points)

State Reform Conditions Criteria

(B)(1) Developing and adopting common standards (40 points)

The extent to which the State has demonstrated its commitment to adopting a common set of high-quality standards, evidenced by (as set forth in Appendix B)—

(i) The State’s participation in a consortium of States that— (20 points)

- (a) Is working toward jointly developing and adopting a common set of K-12 standards (as defined in this notice) that are supported by evidence that they are internationally benchmarked and build toward college and career readiness by the time of high school graduation; and
- (b) Includes a significant number of States; and

(ii) — (20 points)

- (a) For Phase 1 applications, the State’s high-quality plan demonstrating its commitment to and progress toward adopting a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State, and to implementing the standards thereafter in a well-planned way; or
- (b) For Phase 2 applications, the State’s adoption of a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State in a high-quality plan toward which the State has made significant progress, and its commitment to implementing the standards thereafter in a well-planned way.²

²Phase 2 applicants addressing selection criterion (B)(1)(ii) may amend their June 1, 2010 application submission through August 2, 2010 by submitting evidence of adopting common standards after June 1, 2010.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (B)(1)(i):

- A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a standards consortium.
- A copy of the final standards or, if the standards are not yet final, a copy of the draft standards and anticipated date for completing the standards.
- Documentation that the standards are or will be internationally benchmarked and that, when well-implemented, will help to ensure that students are prepared for college and careers.
- The number of States participating in the standards consortium and the list of these States.

Evidence for (B)(1)(ii):

For Phase 1 applicants:

- A description of the legal process in the State for adopting standards, and the State's plan, current progress, and timeframe for adoption.

For Phase 2 applicants:

- Evidence that the State has adopted the standards. Or, if the State has not yet adopted the standards, a description of the legal process in the State for adopting standards and the State's plan, current progress, and timeframe for adoption.

Recommended maximum response length: Two pages

(B)(1)(i) Participation in a consortium of states

Michigan's Governor, State Board of Education, the Department of Education (MDE), and Legislature, together with education partners, are committed to the adoption of the Common Core College and Career Readiness Standards (CCRS) and the Common Core K-12 (CCK-12) Standards. Although the standards process can become highly political, the state is experienced in the adoption of standards and is able to mobilize the stakeholders to efficiently move through a similar process for the adoption of the CCRS and CCK-12 standards.

The CCRS and CCK–12 Standards, supported by evidence and internationally benchmarked, are currently in development by a consortium of states, including Michigan; the National Governors Association (NGA) Center for Best Practices; the Council of Chief State School Officers (CCSSO); Achieve, Inc.; ACT; the College Board; and national experts from participating states (See Attachments B1.1 Common Core Standards MOU and B1.2 Governor Common Core Standards). To this end, Michigan:

- Has reviewed CCRS for consistency with the Michigan High School Content Expectations to support the adoption of the standards.
- Has encouraged stakeholders from across the State, including local education agencies (LEAs), public school academies (charter schools), intermediate school districts (ISDs), and professional organizations and their membership, to review and comment on the draft CCRS (See Attachments B1.3 Common Core State Standards Available for Comment, B1.4 Vaughn Memorandum, and B1.5 October 13, 2009, Agenda).
- Will create a common set of state-level indicators for policymakers and education leaders to describe system progress on the CCRS and other content areas for which data are collected through the Statewide Longitudinal Data System.

The consortium of states with which Michigan is working to develop the CCRS and the CCK–12 Standards is comprised of 48 states and four territories (See Attachment B1.6 States in Consortium).

(B)(1)(ii) Adopting a common set of K–12 standards

To prepare for State Board of Education (SBE) adoption by June 2010, MDE:

- Completed revisions of standards and content expectations in 2007 for four core content areas and developed course credit guidelines for all components of the Michigan Merit Curriculum (MMC) (see Attachments B1.7 HSCE CCE and CCG Completion Posting Chart and B1.8 New MMC Requirements). The MMC increased the number and rigor of credits needed to earn a high school diploma and ensured that a diploma earned in the State of Michigan indicates that the student is well-prepared for college and career. Additional standards approved by the SBE include the

Michigan Educational Technology Standards and Expectations, Career Cluster Standards for Career and Technical Education Programs, and Early Childhood Standards of Quality. The State is experienced in the adoption of standards and is able to mobilize the stakeholders to efficiently move through a similar process for the adoption of the Common Core Standards (CCRS and CCK–12).

- Has developed a process and timeline for adoption of the CCRS and CCK–12 Standards in ELA and mathematics including a curriculum protocol flowchart for adoption of standards and expectations, consistent with State legislation. The legal process for adopting State standards in Michigan requires approval by the SBE. Section 380.1278 Revised School Code, Core academic curriculum states, “(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.” MDE will promote CCRS and CCK–12 Standards adoption as an extension of current college and career readiness work (See Attachments B1.9 The Revised School Code, B1.10 CCS Adoption Timeline, and B1.11 Curriculum Adoption Protocol Flowchart).
- Will confirm consistency and rigor of CCRS and CCK–12 Standards with Michigan’s existing standards and content expectations for mathematics and ELA to support adoption by January 15, 2010 (See Attachments B1.12 CC ELA Alignment Condensed, B1.13 CC Math Topics Alignment Condensed, B1.14 ELA Alignment CCK–12, and B1.15 K–12 CC MA Alignment With GLCE -HSCE).
- Will present the CCRS and CCK–12 Standards, including consistency with Michigan’s standards and content expectations, to the SBE on February 9, 2010.
- Will post a Web-based survey to elicit broad feedback from the field on the CCRS and the CCK–12 Standards in February 2010.

- Will present an overview of the CCRS initiative to the Michigan House and Senate Education Committees in February 2010. The legislature will have the opportunity to provide feedback using the Web-based survey.
- Will convene a workgroup to analyze and evaluate survey feedback in March 2010 and make a recommendation to the SBE for adoption of the CCRS and CCK–12 Standards. MDE anticipates adoption by the SBE in June 2010.

Implementation of standards and content expectations consist of the following steps:

- Aligning standards to state and local assessments as described in Section (B)2.
- Aligning standards to career and technical education programs, teacher competency tests and teacher preparation programs, and all other programs the department administers including early childhood education programs, special education programs, English language learner programs, bilingual and migrant education programs, and Title 1 programs.
- Developing and disseminating instructional support materials as described in Section (B)3.
- Developing and delivering professional development programs as described in Section (B)3.

(B)(2) Developing and implementing common, high-quality assessments (10 points)

The extent to which the State has demonstrated its commitment to improving the quality of its assessments, evidenced by (as set forth in Appendix B) the State’s participation in a consortium of States that—

- (i) Is working toward jointly developing and implementing common, high-quality assessments (as defined in this notice) aligned with the consortium’s common set of K-12 standards (as defined in this notice); and
- (ii) Includes a significant number of States.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (B)(2):

- A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a consortium that intends to develop high-quality assessments (as defined in this notice) aligned with the consortium's common set of K-12 standards; or documentation that the State's consortium has applied, or intends to apply, for a grant through the separate Race to the Top Assessment Program (to be described in a subsequent notice); or other evidence of the State's plan to develop and adopt common, high-quality assessments (as defined in this notice).
- The number of States participating in the assessment consortium and the list of these States.

Recommended maximum response length: One page

(B)(2) Developing and implementing common, high-quality assessments

Overview

Michigan is committed to working with multiple consortia of states to develop a high-quality system of assessments that support the valid and reliable measurement of student growth to inform instruction. As a demonstration of that commitment, Michigan:

- Joined the Summative Multi-State Assessment Resources for Teachers and Educational Researchers (SMARTER) consortium of states.
- Joined the Multiple Options (for) Student Assessment (and) Instruction Consortium (MOSAIC).
- Signed the MOU for a State Consortium Developing Balanced Assessments of the Common Core Standards.
- Submitted a commitment from the State Superintendent of Public Instruction to join with ACHIEVE, the NGA, and CCSSO.

Michigan is committed to working with multiple consortia of states to develop a high-quality system of assessments that support the valid and reliable measurement of student growth and the use thereof to inform instruction. Based on SBE adoption of the internationally benchmarked CCRS and CCK-12 Standards in their entirety in June 2010, MDE anticipates that the assessment consortia described in this section will be comprised of states that have made the same decision.

As demonstration of that commitment, Michigan:

- Joined the Summative Multi-State Assessment Resources for Teachers and Educational Researchers (SMARTER) consortium of states by signing an MOU in January 2010. As shown in Attachment B2.1 (SMARTER MOU), Michigan has committed to serving as a lead state in order to take the most active role possible in ensuring that the next generation of summative assessments are high-quality and meet the needs of stakeholders. In collaboration with the other states in the consortium, Michigan will develop summative assessments based on the CCK–12 Standards in ELA and mathematics and is committed to working with the other states to seek grant funding through the Race to the Top Assessment Program, which is anticipated to be available in spring 2010. (See Attachment B2.1 for the MOU that articulates the intentions and components of this consortium and list of states.)
- Joined the Multiple Options (for) Student Assessment (and) Instruction Consortium (MOSAIC) in January 2010. The MOSAIC system will focus on interim benchmark and formative assessments and be designed to complement a summative assessment system aligned to the CCRS and CCK–12 Standards, such as the one proposed by the SMARTER project. This consortium also will work collaboratively to develop a curriculum framework and instructional support and integration materials for the common core standards for ELA and mathematics. (See Attachment B2.2 MOSAIC MOU, which articulates the intentions and components of this consortium and list of states.)
- Signed the MOU for a State Consortium Developing Balanced Assessments of the Common Core Standards project in January 2010 that seeks to establish collaboration among states in supporting balanced assessment of the CCRS and CCK–12 Standards. (See Attachment B2.3 MOU State Consortium, which articulates the intentions and components of this consortium and list of states.)
- Submitted a commitment from the State Superintendent of Public Instruction on January 14, 2010, to join with ACHIEVE, the NGA, and CCSSO. The purpose of this consortium is to ensure that the opportunity provided by Race to the Top to develop comparable assessments of college and career readiness that can be appropriately scaled up for the most states

possible is not lost. (See Attachment B2.4 Common Assessment Principles, a document outlining the principles that this consortium is dedicated to pursuing.)

- Will fully collaborate with consortium states to classify the CCK–12 Standards according to depth-of-knowledge rankings to guarantee that corresponding assessments contain comparable proportions of items. The consortia also will work to ensure that each assessment is fully aligned to college and career readiness standards and benchmarks; each assessment is vertically articulated in a manner that validly permits reliable indicators of student growth to be calculated; and the content and scaling of assessments in adjacent grades are aligned in order to provide cogent information that informs instruction.
- Is positioned to take the lead to compose all ancillary materials and document the technical components of all assessments developed by the consortia. The Office of Educational Assessment and Accountability (OEAA) has developed a powerful new item development and banking system and has fully staffed Composition and Psychometric Units. The consortia may utilize the capacity of MDE’s OEAA to save significant resources. The OEAA will propose use of these attributes to the consortia in April 2010.

Reform Plan Criteria

(B)(3) Supporting the transition to enhanced standards and high-quality assessments *(20 points)*

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation, and high-quality assessments (as defined in this notice) tied to these standards. State or LEA activities might, for example, include: developing a rollout plan for the standards together with all of their supporting components; in cooperation with the State’s institutions of higher education, aligning high school exit criteria and college entrance requirements with the new standards and assessments; developing or acquiring, disseminating, and implementing high-quality instructional materials and assessments (including, for example, formative and interim assessments (both as defined in this notice)); developing or acquiring and delivering high-quality professional development to support the transition to new standards and assessments; and engaging in other strategies that translate the standards and information from assessments into classroom practice for all students, including high-need students (as defined in this notice).

The State shall provide its plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Eight pages

Overview

Key to Michigan’s transition to the CCRS and CCK–12 Standards is the development and implementation of a Responsive Instructional Support System (RISS). The RISS marks a historic shift in the SEA’s role to support improvement in classroom instruction, by providing professional development, tangible instructional resources to educators and holding them accountable for the outcomes of the implementation. In addition, MDE has developed the Teaching for Learning Framework (TLF) to assist educators in understanding rigorous standards and the ability to teach those standards so that all students learn and demonstrate proficiency.

Michigan will work with LEAs and other SEAs on the implementation of an assessment and accountability system that supports statewide implementation of the CCK–12 standards. The LEAs with the greatest disparities in student achievement will receive more intensive and rigorous support to move all students to college readiness by the completion of high school. This work will transition the state to the common core standards and high-quality assessments and ensure effective ongoing support of the four assurance areas. The system will include corresponding robust measurement tools that support student attainment of proficiency on college and career readiness standards. By building an assessment system with greater balance, we are confident in our ability to improve student achievement.

(B)(3) Supporting the transition to enhanced standards and high-quality assessments

Michigan is one of four states selected to work with the State Implementation and Scaling-Up of Evidenced-Based Practices

(SISEP) Center. The SISEP Center is funded by the U.S. Department of Education, Office of Special Education Programs (OSEP). Michigan was selected based on demonstrated effectiveness of implementation and scaling-up of Michigan’s Integrated Behavior and Learning Support Initiative (MiBLSi). This initiative (funded as a State Professional Development Grant to Michigan by OSEP), which implements research-based schoolwide positive behavior supports and early literacy practices, has already been implemented in more than 500 school buildings in Michigan with documented fidelity to the research bases. Impact includes improved student performance and reduced behavioral incidents and office disciplinary referrals. In addition, inappropriate referrals to special education are reduced. This experience with successful implementation and scaling-up provides a solid foundation for implementation of new reform initiatives.

As a result of involvement with the SISEP Center, MDE is developing the Michigan Implementation Network (MIN). MIN will provide a systematic framework for applying research on implementation and scaling-up to statewide reform efforts and address the following: fidelity of implementation of effective practices; support for sustainability of efforts; and support scaling-up of “scale-worthy” initiatives. The state leadership team for MIN includes MDE leadership in Special Education, Title I, School Improvement, and the Michigan Association of Intermediate School Administrators. The SISEP work in Michigan is supported with resources through IDEA and Title I.

MDE will build on its experience with SISEP in the State’s transition to the CCRS and CCK–12 Standards and assessments. Critical to Michigan’s transition is developing and implementing a Responsive Instructional Support System (RISS) to support the statewide transition to, and implementation of, the common core standards. The RISS marks a historic shift in the SEA’s role to support improvement in classroom instruction by providing tangible instructional resources to educators and holding them accountable for the outcomes of the implementation thereof. Whereas the traditional role of the SEA has been to define the content, or “what” needs to be taught, the new role via the RISS asserts that the methods, or the “how” of teaching the content is equally important and requires state-level direction and support. All LEAs will receive support via the RISS; however, the manifestation of that support will reflect the district’s unique needs. The LEAs with the greatest disparities in student achievement will receive more

intensive and rigorous support to move all students to college readiness by the completion of high school. The activities and contributions of these partners will transition the State to the common core standards and high-quality assessments and ensure effective ongoing support of the four assurance areas through five initiatives of the Responsive Instructional Support System (RISS):

1. Roll-out of the common core standards and supporting components across the State
2. Alignment of the common core with college entrance requirements and high school exit standards
3. Development of a curriculum framework for LEAs based on the CCRS and CCK–12 Standards
4. Development and dissemination of high-quality instructional materials and assessments to support the implementation of the common core standards with specific emphasis on the following:
 - a. Addressing the academic strengths and needs of high-need students and schools to eliminate achievement gaps
 - b. Balanced assessment that informs instruction
 - c. Application of research-based instructional best practices (Teaching for Learning Framework)
 - d. Application of instructional units and skills surveys
5. Development and delivery of high-quality professional development

Key partnerships in the RISS include the following:

- Working with the statewide P–20 Council to ensure the alignment and coordination of the common core, high school exit criteria, and college entrance requirements. The P–20 Council will be comprised of leaders from various MDE departments (including the Office of Education Improvement and Innovation [OEII], the Office of Early Childhood Education and Family Services, the Office of Educational Assessment and Accountability [OEAA], the Office of Special Education and Early Intervention Services [OSE-EIS], and the Office of Career and Technical Education [CTE]), state institutions of higher learning (including four-year colleges and universities and community colleges), ISDs, LEAs, and various other stakeholders to represent the spectrum of needs and experiences of students on the

pathway from K–12 to college and beyond. To facilitate improvement in the four assurance areas, the P–20 Council will recommend policy specific to curriculum, instruction, and school improvement initiatives to promote the closing of achievement gaps and attainment of postsecondary success. The P–20 Council also will be active in the development and application of the statewide longitudinal data system (SLDS) to promote the public reporting of effectiveness data on all institutions responsible for the public education of students from pre-kindergarten through college. This reporting will ensure that all institutions continuously improve their effectiveness in preparing students for success at the next level, as well as provide parents and students with the information to make informed decisions about where and how students receive instruction (See Section C of this application for more details on the SLDS). This data has the potential to sustain effective institutions and to force ineffective institutions into restructuring or the cessation operation.

- Collaboration with ISDs and regional networks of ISDs to develop, disseminate, and implement high-quality instructional materials, assessments, and high-quality professional development. These efforts will support educators in the use of best practices to deliver instruction in the common core standards with a specific emphasis on high-need students and schools. All ISDs, through existing regional data systems, will provide, at least annually, data regarding their implementation of the RISS to stakeholders, including MDE. ISDs will formally join the process of adoption and transition to the CCRS through a signed MOU. The MOU engages the ISDs via a grant process for the development of RISS resources.
- Coordination with the Math and Science Centers Network and Michigan Virtual University to assist teachers in targeted high-need LEAs and struggling schools in integrating STEM (science, technology, engineering, mathematics) content across disciplines to prepare students to be globally competitive in STEM fields of study (See Section (B)(3).5 below).

- Coordination with Michigan’s Regional Literacy Training Centers (RLTCs) to help develop, disseminate, and implement ELA instructional materials, assessments, and professional development targeted at high-need students and struggling schools.
- Consultation with the Early Childhood Investment Corporation (ECIC), Offices of Early Childhood Education and Family Services, CTE, OSE-EIS, and partnering ISDs and organizations to enrich the quality of resources available to all students from birth to postsecondary education.

These partnerships will facilitate the State’s transition from the Michigan grade-level and high school content expectations in English language arts and mathematics to the common core standards. They also will help to ensure that the CCRS and CCK–12 Standards are adopted, aligned, and implemented through high-quality instruction in every classroom and learning environment.

1. Roll-Out of the Common Core Standards, Assessments, and Supporting Components

Michigan has recent experience with the implementation and roll-out of standards and assessments and will use a similar roll-out strategy for the CCRS and CCK–12 Standards as was used to engage stakeholders in the review of the Race to the Top application, including four to five face-to-face regional meetings, podcasts, and webinars that are accessible from MDE’s website. Michigan will announce the adoption of the CCRS and CCK–12 Standards and dates and locations of the roll-out sessions in June 2010. These sessions, to be held in August 2010, will provide an overview of the common core standards and assessments, highlight the importance of building collaborative networks, and focus primarily on the implementation support to be provided through the RISS. Information collected in these sessions will be analyzed to help inform and plan work specific to the four key reform strategies. The roll-outs and other appropriate professional development will be repeated each year highlighting new assessments and instructional materials.

2. Alignment of the Common Core Standards with Postsecondary Transition

The Michigan Merit Curriculum (MMC) outlines the credit requirements for high school graduation in the State of Michigan. Recognized as one of the most rigorous sets of high school graduation requirements in the nation, the MMC works to ensure that Michigan graduates are well prepared for college and career. An initial evaluation by content specialists at MDE has determined that the draft ELA and mathematics CCSR and CCK–12 Standards are consistent with the MMC requirements. The P–20 Council, whose membership includes personnel from various state institutions of higher learning, will examine the consistency of the MMC, CCSR, and CCK–12 Standards with college entrance and placement requirements by September 2010. The P–20 Council will make recommendations for continued implementation support.

3. Development of an Curriculum Framework

MDE will, in collaboration with a representative stakeholder workgroup, revise and update the Michigan Curriculum Framework to be consistent with the CCRS, CCK–12 Standards for mathematics and ELA, and Michigan Content expectations for the other content areas. The framework is for LEAs to use as a resource in developing classroom instruction and assessment that align with the CCRS, CCK–12 Standards, and Michigan content expectations in areas other than ELA and mathematics. Michigan will participate with other states in the Multiple Options for Student Assessment and Instruction Consortium (MOSAIC) (see section B.2 above) to develop the curriculum framework for ELA and mathematics as defined by the CCRS and CCK–12 Standards. This framework will become the foundation for a system of balanced assessment. For the first time, Michigan will be able to generate and utilize assessment data from multiple, objective measures that support improved classroom practice and instructional decision making. In addition, the balanced assessments based on the framework will permit efforts to meet student needs and inform professional development to be targeted with dramatically enhanced accuracy and frequency. It is anticipated that the initial framework for ELA and mathematics will be complete and available to educators by May 2011. The curriculum framework will support alignment of classroom instruction and formative assessment with the CCK–12, rigorous state standards in other content areas as defined by Michigan’s grade-level and high school content expectations, and the Michigan Merit Curriculum. The

curriculum framework will clarify the CCRS, CCK–12 Standards, and content expectations and promote effective instructional practices focused on increasing student achievement and closing achievement gaps. The framework will include model instructional units that demonstrate alignment of curriculum, instruction, and assessment (see Section 4.c).

4. Development and Dissemination of Instructional Materials and Assessments

a. Closing Achievement Gaps. Related to each of the preceding initiatives of the RISS, Michigan’s existing initiatives support the overarching goal of ensuring that all students—particularly those students in traditionally underserved and underperforming schools—receive excellent instruction and meet rigorous and ambitious goals for academic achievement, including the following:

- Providing effective early childhood education programs and wrap-around services from pre-kindergarten through postsecondary years (e.g., Great Start Collaborative, Michigan School Breakfast Challenge).
- Communicating high expectations and providing access to the general education curriculum for all students, including students with disabilities and ELLs.
 - Implementing standards-based IEPs, which align the IEP to the general education curriculum and grade-level content standards to ensure appropriate preparation for postsecondary goals and to support appropriate IEP team decisions regarding state assessment (s) participation for each child with an IEP.
 - Michigan’s Integrated Improvement Initiatives (MI3), an integrated approach to system improvement supported by the MDE Office of Special Education-Early Intervention Services, focusing all IDEA-supported state efforts on meeting state targets for improving outcomes for students with IEPs.
 - Alternate assessments that measure or are aligned with general education content standards.
 - Implementing ELL Standards, which align to state standards and content expectations to assist teachers with understanding the skill levels of ELLs and their ability to access the standards and content expectations.
 - Implementing the Sheltered Instruction Observation Protocol, an instructional model for classroom teachers to assist ELLs in accessing daily lessons in order to meet the state’s standards and content expectations.

- Achieving proficiency on all state and local assessments.
 - MDE, in collaboration with Michigan Association of Intermediate School Administrators (MAISA), is currently implementing the Title I Accountability Grant (a program of Michigan’s Statewide System of Support) to support the implementation of evidence-based interventions specifically designed to close achievement gaps.
 - MDE is implementing, in collaboration with Michigan Virtual University and the Math/Science Centers Network, the Algebra for All initiative that provides professional development that teaches algebra from a functions perspective.
 - MDE is implementing the Middle College High School that provides students with new learning experiences and opportunities related to health sciences, while earning a high school diploma and a certificate or degree from a community college or state public university. Students who seek to continue their education to the baccalaureate level or advanced degrees will be able to earn transferable college credits.
- Increasing high school graduation and postsecondary success.
 - In June 2009, the Superintendent of Public Instruction issued the Superintendent’s Dropout Challenge to use early warning signs to identify students at risk of dropping out and to develop and implement universal, targeted, and intensive interventions in order to promote student achievement, reduce the dropout rate, and increase graduation and college-going rates (See Attachment B3.1 Superintendent’s Challenge Flyer).
- Entering postsecondary institutions prepared for success in entry-level courses.
 - The Michigan high school reform initiative, begun in 2005, addressed the development of rigorous standards and assessments supported by professional development and best practices to improve high school outcomes. This initiative resulted in the development of the Michigan Merit Curriculum and other supporting efforts such as the Michigan Transition Outcomes Project (MI-TOP), early/middle college credit opportunities, and aligned CTE programs.

- The Office of Education Improvement and Innovation established a High School Reform team to develop a comprehensive statewide initiative to implement research-based and evidence-based practices that will result in increased student achievement, graduation rates, and preparedness for postsecondary education and careers.

In collaboration with one participating high-need LEA, Michigan will pilot a PK–12 wrap-around services project modeled on the Harlem Children’s Zone beginning with a planning year in 2010–11 and initiating implementation in the 2011–12 school year. These wrap-around services aim to give underprivileged children the stimulation and the opportunities that most kids growing up in middle-class neighborhoods receive from birth. These opportunities help to equalize the often-replicated power dynamic of urban schools wherein the culture of the teachers and administrators is markedly different from the culture of the students and their families. This power imbalance tends to result in school environments that lack key relationships responsible for pulling all members of the community together to support student learning and achievement.

The CCRS and aligned state and local assessments will establish the foundation of the effort to close achievement gaps by providing the necessary uniform standards for a rigorous curriculum for all students. The development and dissemination of instructional materials and supports aligned to the CCRS will ensure that all students benefit from the foundation of rigor and high expectations.

b. Balanced Assessment to Inform Instruction and Ensure Accountability. Due to the current focus on sanctions-based accountability informed by summative assessment results, current assessment and accountability systems are not balanced. The summative assessments, for the most part, do not integrate supports for improving instruction. Building an assessment system with greater balance is a crucial component of educational reform to improve student achievement. Michigan will work with LEAs and other SEAs on the implementation of an assessment and accountability system that supports statewide implementation of the CCK–12 Standards. (See Attachment B3.2 Balanced Assessment Timeline.) The system will include corresponding robust measurement tools that support student attainment of proficiency on college and career readiness standards.

A balanced system must include three types of assessment as components:

- **Formative assessment.** A planned process in which assessment-elicited evidence of students' status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics
- **Interim benchmark assessment.** Periodic summative assessment that occurs at regular intervals prior to final, summative assessment for the purpose of tracking student progress
- **Summative assessment.** The final measure of student achievement at the end of a specific grade or course

To articulate a comprehensive system that provides a basis for informing instruction and improving student achievement, several concepts must be addressed. First, a balanced assessment system is unlikely to be useful for instructional purposes unless it is based on coherent, logically sequenced content standards. Second, professional development for preservice and inservice educators is included to assure that the balanced assessment system improves teacher understanding of best practices in classroom assessment and assessment data use. This professional development will build on the professional learning provided through the regional data initiative and Michigan Assessment Consortium and use data to improve instruction (see Section C.3). Third, the system is further balanced by including *assessment* and *accountability* to ensure appropriate uses of assessment data for high-stakes decision making. A schematic of the different components of a balanced assessment and accountability system and their interconnections is provided in Figure 1 (See Attachment B3.3 Balanced Assessment Figure).

Recent State legislation, signed into law in January 2010, requires evaluations of all teachers and principals to include student growth as a significant factor. This requirement means that for the first time, evaluations of teachers of every grade and subject area will be based, in part, on multiple measures of student growth on some form of assessment. Because the weight placed upon the results of assessments will be much greater than in the past, significant precautions must be taken to assure comparability of measures across LEAs where possible (i.e., in Race to the Top participating districts) and the ability to identify differing levels of rigor across LEAs where directly comparable measures are not possible (i.e., districts not funded by Race to the Top that opt out of state-level assessments required of Race to the Top districts). Michigan is committed to working with multiple consortia of states,

ISDs, and LEAs to develop formative, interim benchmark, and summative instruments as part of a balanced assessment and accountability system. This unprecedented undertaking will require a significant commitment of resources to develop and sustain. The costs provided in the budget section of this application display the resources in addition to the annual budget of MDE's Office of Educational Assessment and Accountability (OEAA) necessary to implement the proposed system. These costs could be significantly less if shared among one or more consortia of states. However, because the states that will be funded through Race to the Top have not yet been determined, the costs are presented in their entirety.

In order to ensure fair and accurate measurement and comparison for the purposes of teacher and leader evaluation, MDE will:

- Use the existing assessment system that has been approved by the U.S. Department of Education and implemented by OEAA to provide annual summative measures of student achievement in reading and mathematics in Grades 3–8 and 11 from spring 2010 through spring 2014.
- Move to common annual summative assessments provided by the common assessment consortium that Michigan joins when those assessments are available and validated for such use beginning in fall 2014.
- Adopt interim benchmark assessments developed by consortia of states to which Michigan belongs in the subjects and grades developed by the consortia in fall 2014.
- Use a phased approach to develop annual summative assessments and interim benchmark assessments in other subject/grade combinations, including the following:
 - Develop specifications for high-quality assessments and the utilization of technology that ISD grant recipients will be expected to follow by spring 2012.
 - Develop review procedures for approving and endorsing annual summative assessments and interim benchmark assessments developed and administered by consortia of ISDs by spring 2014.
 - Utilize existing and new professional development programs to disseminate any new summative and formative assessments.

The State's primary mechanisms to fund the assessments articulated in Section B(3) are as follows:

- Through the State set-aside for statewide activities, Michigan will provide opportunities for competitive grants to consortia of ISDs to develop annual summative assessments in subject/grade combinations not currently tested at the state level beginning in fall 2011.
- Through the State set-aside for statewide activities, Michigan will provide opportunities for competitive grants to consortia of ISDs to develop interim benchmark and formative assessments for all content areas and grade levels not currently under development by the State as part of a multi-state consortium beginning in fall 2011.
- Through the State set-aside for statewide activities, the State will provide incentives to consortia of ISDs for the development of high-quality assessments by partially funding initial development and allowing funded consortia to market and administer the approved assessments to LEAs. This will require the State and ISD consortia to contribute matching funds for assessment development, with the ISDs assuming administration costs as the assessments become operational beginning in fall 2011.
- Michigan will seek additional state and federal funding to allow the State to assume responsibility for the development and administration of annual summative assessments for as many additional subjects as possible beginning in fall 2010.
- Michigan will seek additional state and federal funding to allow the State to assume responsibility for continued development and administration of annual summative assessments originally developed by consortia of ISDs, thereby alleviating the burden on ISDs beginning in fall 2010.
- As the new assessments developed by the multi-state consortia that Michigan has joined are implemented, funds that had previously been used to develop and administer Michigan's current assessments will become available. For example, when a consortium-developed mathematics assessment in Grades 3–8 is operational, Michigan will discontinue its current ED-approved mathematics assessment. These resources will be maintained in the annual OEAA budget and allow the State to assume responsibility for additional assessments.

c. Applying Research-Based Instructional Best Practice. MDE has developed the Teaching for Learning Framework (TLF) to assist educators in understanding rigorous standards and the ability to teach those standards so that all students learn and demonstrate proficiency (See Attachment B3.4 TLF Information). The TLF is based on research and the best practices of prominent and successful educators and educational innovators—especially those practices that work in high-need schools and with high-need students.

The TLF website will include instructional materials. The content of the TLF website will be collected, designed, and created by workgroups convened by MDE, which will include expert teachers from all content areas and grade levels, ISD curriculum specialists and consultants, and content area specialists from partner organizations (e.g., Math and Science Centers Network, Michigan Reading Association). The website will be live online in July 2010.

The TLF:

- *Website serves as a clearinghouse for both state and locally generated support materials and:*
 - Functions to support integration with educator Individualized Professional Development Plans (see Sections C.3 and D.5 below).
 - Includes teacher-teacher collaboration via Web 2.0/social networking functionality.
 - Provides opportunities for guest educators to contribute content and interact with users.
- *Informs teacher and leader preparation, certification, and evaluation programs.*
 - *Teacher and School Leader Preparation Programs.* Instruction and preparation in the skills and practices encompassed in the TLF will be required criteria for the approval of teacher and school leader preparation programs.
 - *Teacher Licensure.* TLF content will be aligned with the Professional Standards for Michigan Teachers (PSMT) to ensure that novice teachers meet proficiency standards for both content and pedagogy.
 - *Administrator Certification.* TLF content will be aligned with Interstate School Leaders Licensure Consortium Standards for administrator certification.

- *Teacher and Leader Evaluation.* LEAs may use the TLF, as well as student proficiency on required content, to develop and implement rigorous, transparent, and fair evaluation systems for teachers and leaders. The TLF will be aligned with the professional standards developed by the Interstate New Teacher Assessment Support Consortium and State Consortium on Education Leadership. These standards will be used to inform the development of local teacher and leader evaluation systems.
- *Will inform components of the RISS, including instructional skills surveys and instructional units.*

d. Additional Components of the RISS. See the following additional components of the RISS:

- *Instructional Skills Survey.* Surveys will be designed to help educators evaluate their own levels of proficiency in each of the skills in the TLF and help educators focus individualized professional development based on real-time feedback. The surveys will be designed for formative development of, and reflection on, effective use of instructional skills, either individually or in teams. As Michigan looks to develop a comprehensive system of professional development that encompasses educator evaluation, professional development, and license renewal, these surveys will be integrated to inform Individual Professional Development Plans. The surveys will be available online as part of the TLF website beginning in December 2010.
- *Model Instructional Units.* Using data from state and national assessments, as well as local assessments and educator feedback, model instructional units will be developed under the leadership of the MDE Office of Education Improvement and Innovation to help teachers deliver instruction for particularly difficult content standards. The model instructional units will include long-term plans as well as daily lesson plans to assist teachers in structuring and delivering instruction, including differentiated instructional strategies and assistive technologies to meet the needs of each and every learner, and in using appropriate assessments to gauge student learning. These units will be incorporated into the previously mentioned curriculum framework as a resource provided to districts to align classroom instruction to the CCRS and state assessments. All schools will have access to these units; however, the

lowest 5 percent of schools identified for restructuring will be required to use them. Teacher effectiveness data will also inform the development of model instructional units. The model instructional units for ELA and mathematics will be complete by December 2010, and the units for other content areas will be complete by September 2013.

5. Development and Delivery of High-Quality Professional Development

MDE will provide professional development under the umbrella of the RISS. The professional development will take into account research on change management for the purpose of deliberately designing professional development to move participants from simple awareness of best practices and promising strategies to the application of the corresponding new skills. In other words, the system will focus purposefully on structuring professional development to produce changes in educator behavior that will positively impact student outcomes (e.g., response to intervention, the Concerns-Based Adoption Model, and human performance improvement).

MDE will identify and develop professional development programs and initiatives that meet the National Staff Development Council (NSDC) Standards for high-quality professional development. Many exemplary professional development programs already exist in the State and originate with a variety of providers, including MDE. Although many of these initiatives are loosely tied together through the Michigan Title I Statewide System of Support, MDE will coordinate these efforts through the RISS. This coordination will eliminate the “layering” often experienced in schools—especially high-need schools—and assure that all educators receive professional development that is directly tied to identified instructional needs.

The development and coordination of professional development programs will seek to serve schools and individual educators at two levels—to help address general instructional needs (whether at the state or local levels) and to assist teachers and leaders in improving their own practice. The key lever in determining these instructional needs will be data analysis of state and local assessments, both summative and formative.

- *MDE Development of Professional Development Programs.* The TLF forms the foundation of ongoing instructional support for teachers and leaders in implementing the CCRS and CCK–12 Standards. In order to help educators use the research-

based strategies that comprise the TLF in effectively delivering instruction in alignment with the CCK–12 Standards, the Curriculum and Instruction Unit of the Office of Education Improvement and Innovation is currently in the process of developing a supporting program of professional development to bridge research and practice. Using the NSDC standards for high-quality professional development, the program will be designed as an ongoing, job-embedded course of study created to promote the development of teacher instructional leaders, thereby increasing the program’s impact by building internal instructional capacity in school buildings. Participants will engage in action research to assess the program’s effectiveness at meeting instructional needs and raising student achievement. Much of the program’s content will be delivered online through both self-paced and collaborative learning to minimize cost and maximize impact and connectedness to the State reform plan as a whole. Planning for this program will take place in spring 2010, with pilot implementation in the 2010–11 school year. The program will be evaluated and scaled up accordingly in ensuing school years.

- *MDE Coordination of Existing High-Quality Professional Development Programs.* As part of the RISS, support also will be provided to schools and districts to match their data-identified professional development needs (using student achievement data and teacher/leader effectiveness data) to existing programs across the State. Teachers and administrators will be able to access an online database of existing professional development programs, including those developed by MDE, to locate available resources. MDE, in collaboration with an appropriate stakeholder workgroup, will develop criteria for the inclusion of an existing professional development program in the database. This database will be available by December 2010. It will not necessarily confer MDE endorsement of programs, but it will provide information for schools and LEAs to develop local programs of professional development based on data-derived instructional needs. Included professional development programs will be regularly evaluated and updated based on both the initial inclusion criteria and evidence of effectiveness over time.
- *MDE Partnership with the Math/Science Center Network (MSCN).* MDE will partner with MSCN to improve the teaching and learning of mathematics in high-need schools across the State. The focus of the professional development will be to

improve the teaching of mathematics in these high-need districts and to develop mathematics instructional specialists in each building. The regional expertise of the Math/Science Centers will be utilized to develop a statewide professional development program for struggling elementary, middle, and high schools. This program will provide teachers with a conceptual understanding of mathematics and its application to STEM content. Funds will be distributed to centers by March 2011.

MDE will support ISDs and LEAs in the development of similar professional learning communities focused on the core reform areas and identified regional needs and resources. Michigan plans to compete for all ARRA funding sources to supplement and support the four core reform initiatives (see Attachment B3.5 Standards Adoption Implementation Timelines).

(C) Data Systems to Support Instruction (47 total points)

State Reform Conditions Criteria

(C)(1) Fully implementing a statewide longitudinal data system (24 points – 2 points per America COMPETES element)

The extent to which the State has a statewide longitudinal data system that includes all of the America COMPETES Act elements (as defined in this notice).

In the text box below, the State shall describe which elements of the America COMPETES Act (as defined in this notice) are currently included in its statewide longitudinal data system.

Evidence:

- Documentation for each of the America COMPETES Act elements (as defined in this notice) that is included in the State’s statewide longitudinal data system.

Recommended maximum response length: Two pages

Overview of Section C(1) and C(2)

Michigan has made significant progress toward meeting the 12 elements of a longitudinal data system and now has the

capacity to address 10 of the 12 elements. To better utilize the data captured in this system, the state implemented the Data for Student Success (D4SS) portal to translate state-collected data into actionable reports that can be used to inform and engage key stakeholders.

The D4SS collaborative project now serves as the prototype for building Michigan’s Web-based interactive education data portal that will provide information to school leaders, teachers, researchers, and the public while also allowing them to ask questions, seek clarification, and drill down to more specific interests. The portal will continue to streamline the data flow from Michigan’s longitudinal data system into similar consortia around the state called the Regional Data Initiatives. The Regional Data Initiatives will allow the state to give access to all local school districts and charter schools to use instructional improvement systems and professional learning communities. Ultimately, the portal will become a one-stop shop for the dissemination of Michigan education data.

To improve instructional practice and the preparation of teachers, the eight Regional Data consortia each identified a Michigan teacher preparation institution as a research partner to give each consortium the ability to conduct in-depth research using the formative and summative data shared across the Regional Data Initiative. This regional research will be integrated into the state’s larger Research Collaborative.

As part of its commitment to improving the use of data, the Michigan Department of Education (MDE) will pursue a broad research agenda. The state-level research collaborative will address education policy questions in a more coherent fashion by engaging a diverse group of PK–12, postsecondary, workforce, and research partners to explore key education questions and to collaborate on addressing them using the State Longitudinal Database System (SLDS), the Data for Student Success, and other pertinent evidence.

C(1) Fully implementing a statewide longitudinal data system

Michigan has made significant progress toward meeting the 12 elements of a longitudinal data system described by the

America Competes Act, with the systems capacity to address 10 of the 12 elements. Race to the Top and other efforts will focus on redoubling statewide efforts to ensure that the remaining elements are addressed and accomplished in the State's longitudinal data system to support education reform efforts. As with many states, Michigan's longitudinal data system capacity has focused on PK-12; recent efforts have moved toward the deployment of processes and systems that focus on connecting postsecondary and workforce data as well. As adequate preparation for college and workforce transitions is measured, the State will gain valuable insight into programs and services that improve the overall performance of students. The following narrative depicts our current status on each element. Additional details that add context to each of the America Competes elements for which the State has made progress is included in a table following the brief narrative.

Elements 1 Through 7 and Elements 9 Through 11

Michigan has the capacity and system in place to collect, connect, and use data related to these elements for making state education policy decisions and to measure progress toward establishing and sustaining education reform. With state progress in recent months related to electronic transcripts, it will take approximately one year for new data systems to mature and for the data to become available for analysis and reporting.

Element 8: A Teacher Identifier System With the Ability to Match Teachers to Students

Michigan has systems in place that uniquely identify both teachers and students. The Registry of Educational Personnel collects data about teacher, administrator, and other personnel school assignments and duties, and it assigns a unique identifier for each individual. The registry also stores historical data on each staff member including credentials. The Michigan Student Data System (MSDS) uniquely identifies each student enrolled in a Michigan preschool, elementary, or secondary school and collects and stores basic personal and demographic data for the student.

Linking student data to teacher data is not currently performed at the state level. The linkages will be constructed and implemented as part of the Race to the Top proposal. Unique teacher, student, and course identifiers will become part of the permanent individual-level student performance records maintained in the enhanced state longitudinal data system (SLDS).

Teachers will be linked to courses taught and students served. After the connections are in place at the conclusion of the Race to the Top work, Michigan will have the capacity to begin calculating student-growth factors for schools, classrooms, teachers, and individual students longitudinally. By linking in data on teacher assignments, credentials, and recommending institution, Michigan can begin to analyze and better understand teacher, principal, and school impacts on student performance gains.

Element 12: Data That Provide Other Information Determined Necessary to Address Alignment and Adequate Preparation for Success in Postsecondary Education

The Michigan Department of Treasury and many university financial officers would like to leverage the SLDS to explore the impacts that financial aid packages have had on student access and success in higher education. These issues cut across the data stores of numerous agencies and are therefore difficult to address, but the importance of the questions and the research is clear.

Michigan’s Department of Energy, Labor, and Economic Growth has already begun to implement several key strategies aimed at accelerating the transition of thousands of workers into good-paying jobs through relevant postsecondary training or education. Central to these efforts is a commitment to coordinate services among Michigan’s adult education, postsecondary education, and workforce development systems. The realization of this commitment is hampered by the lack of aligned data systems that store and exchange information about the achievement of individual students and their progress through life after school. The incorporation of adult education, training, and workforce data into Michigan’s SLDS will better position state and local leaders to meet the needs of our communities and their residents.

Substantial funding will be needed to support alignment and processes for moving, transforming, and storing these diverse data in the SLDS. Michigan proposes to use a portion of Race to the Top funding to move various Michigan governmental agencies and units in this direction. These include—in addition to those already mentioned—the One-Stop Michigan Information System (workforce development), Michigan Adult Education Reporting System, Unemployment Insurance Database, Postsecondary Career Tech (Perkins IV), and others. A benefit from this alignment work will be a reduction in duplicative information collection, reliance on outmoded systems, problems caused by inflexible protocols, and siloed information assets. Significant improvement should be

evident in the ability of Michigan policymakers to access critical information at critical moments to support sound decisions about policy options.

Note: Timeline and funding model is combined with the following section for Reform Plan Criteria (C)(2).

Table (C)(1) – 1: EVIDENCE - Current and Proposed Statuses of SLDS by Data Elements

Data Elements	Current Status	Proposed Status With New Race to the Top Funding	Comments and Clarifications
(1) Statewide Student Identifier	In place since 2003 in the Single Record Student Database (SRSD)	Maturing process and ensuring postsecondary alignment	e-transcript contract was initiated in July 2009 to capture postsecondary students.
(2) Student-level enrollment, demographic, and participation data	In place since 2003 in the SRSD	Maturing process and ensuring postsecondary alignment	e-transcript contract was initiated in July 2009 to capture postsecondary students.
(3) Student-level graduation, transfer, and dropout data	In place since 2003 for K–12 via the SRSD, and launched in 2009 for postsecondary via the e-transcript system	Maturing process and ensuring postsecondary alignment	e-transcript contract was initiated in July 2009 to capture postsecondary students.
(4) Ability of K–12 and higher education data systems to communicate	In place for PK–12 since 2003 and includes capacity for postsecondary with the e-transcript system launched in 2009	Expand system connections; ensure that out-of-state students and other nonpublic students are tracked when entering postsecondary level.	Prototype matching was successful in August 2009. Full data exchange for state analysis will be available in December 2010.
(5) Audit systems to address data quality, validity, and reliability	In place since 2003 and continues to expand to ensure data quality	Continue to improve data checks, and data quality monitoring processes.	Continued practice at CEPI. All systems have audit trail and data quality feedback processes.

(6) Yearly assessment records of students	In place at the Michigan Department of Education's Office of Education Assessment and Accountability (OEAA)	Complete	N/A
(7) Information on students not tested	In place at OEAA since December 2009	Complete	In place as of December 2009; data available after test cycle.
(8) Teacher identifier system linked to students	Planned, but not yet in place in the Michigan Student Data System (MSDS)	Will develop according to timeline in Section B of Race to the Top.	State-issued student and staff IDs are in place. The linking process is being planned for school year 2010–11. Funding through Race to the Top.
(9) Student-level transcript data	In place since December 2009 via the launch of the e-transcript system	System in place for all students in Grades 9 through 12 and postsecondary	e-transcript contract is in place; all public colleges and universities are registered to exchange with high schools. Data will support status in December 2010.
(10) Student-level college readiness scores	In place via the Michigan Merit Exam for all students	Improve by adding populations	Acquire out-of-state student test results for the SLDS.
(11) Successful student transition to higher education with remediation information	In place via the e-transcript system launched in December 2009	Improve measures over time by going beyond transcript data	e-transcript contract is in place; all public colleges and universities are registered. Data can be pulled to support this status in December 2010.
(12) Other information necessary for success in higher education	Planned, but not in place	Develop new processes and systems to accomplish this	Intending to fund this through Race to the Top.

Reform Plan Criteria

(C)(2) Accessing and using State data (5 points)

The extent to which the State has a high-quality plan to ensure that data from the State’s statewide longitudinal data system are accessible to, and used to inform and engage, as appropriate, key stakeholders (*e.g.*, parents, students, teachers, principals, LEA leaders, community members, unions, researchers, and policymakers); and that the data support decision-makers in the continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness.³

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Two pages

(C)(2) Accessing and using State data

The Michigan Department of Education (MDE) is pursuing a broad research agenda that addresses state education policy questions in a more coherent fashion by engaging a diverse group of PK–12, postsecondary, workforce, and research partners to explore key education questions and collaborate on addressing them using the SLDS and other pertinent evidence. Part of achieving that goal for Michigan is establishing a state-level research collaborative to assemble researchers from across the State and the Midwest region to contribute to the development of a research agenda targeting needs recommended by an appointed P–20 Advisory Council to the State superintendent.

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

- Work with the P–20 Advisory Council to set and prioritize a state research agenda.

³ Successful applicants that receive Race to the Top grant awards will need to comply with the Family Educational Rights and Privacy Act (FERPA), including 34 CFR Part 99, as well as State and local requirements regarding privacy.

- Ensure that student, school, and system performance are measured meaningfully.
- Build technical and human capacity to use 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.

Key constituents in the collaborative must have strong roles, but no single constituency should dominate. Initially, a neutral, external agency chosen by CEPI and MDE will help the State and its research and advocacy partners 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, the 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 one of the partners in the collaborative enterprise.

Early projects under consideration for the State research collaborative include the following:

- Creating a common set of state-level indicators for policymakers and education leaders to describe system progress in meeting student needs
- Determining educator shortage areas and exploring the equitable distribution of educators
- Evaluating regional efforts to close achievement gaps including a special focus on science, technology, engineering and mathematics (STEM)
- Evaluating regional efforts to increase enrollments in college and postsecondary career-ready courses including a special focus on STEM

- Evaluating and monitoring vendors in constrained district choice
- Exploring staffing changes with turnaround and other interventions
- Evaluating alternative routes to certification
- Tracking alignment between preparation programs and evaluation systems
- Evaluating teacher preparation programs based on the performance of their graduates in the classroom

Although federal funding would support the establishment of the research collaborative, Michigan envisions acquiring long-term funding through state and local foundation support. Michigan's foundation community has already demonstrated strong interest in investing in education. The production of quality research to inform policy making and school improvement resulting from this initial funding will demonstrate the value of further investment.

In addition to the Research Collaborative, Michigan needs to enable end users to query and analyze information on a number of variables, subgroups, and relationships directly from the stand-alone data sets currently available in Michigan. The SLDS, therefore, will need to provide data to a Web portal that supports parameterized reporting against the core data sets, which will enable parents, teachers, and the interested public to ask questions, seek additional clarification, and drill down to more specific interests. The value of this interactive approach will become evident when outside parties begin making connections among student performance, program participation, educational opportunity, funding availability, teacher qualifications and assignments, and the overall learning outcomes for students in the State.

In 2006, MDE and the Center for Educational Performance and Information (CEPI) asked the Michigan Legislature to appropriate \$1.5 million in Title II, Part D funds to support a consortium of intermediate school districts (ISDs) and LEAs, working with the State, in building a reporting system that would translate state-collected, compulsory data into actionable reports to inform instruction at the district, building, and classroom levels. Calhoun Intermediate School District, an early adopter of a regional data warehouse approach to collecting, analyzing, and reporting short-cycle assessment data, worked with the State to develop the Data for Student Success (D4SS) portal. It has simplified the querying process and provided powerful analytical reports on State

compulsory data that complements local data initiatives. By 2009, the consortium successfully launched services to all 57 of the State's ISDs, including the D4SS tools, professional development activities, a sustainability model, and comprehensive access on student and teacher demographic and achievement data at the classroom and individual levels. The work of D4SS continues.

In 2008, the MDE Office of Education Improvement and Innovation (OEII) began the work of linking its school strategic planning work with the D4SS model. The work included linking and streamlining the processes of Comprehensive Needs Assessment (CNA) and School Improvement Planning (SIP). The success of this shared work led to the use of the D4SS tools and professional development strategy for rolling out MDE's statewide system of support in 2009. The use of D4SS was integrated into the statewide system of support and professional development provided to use the system for instruction improvement. The D4SS collaborative project now serves as the prototype for building Michigan's Web-based education data portal that will provide information to school leaders, teachers, researchers, and the public. The portal will become a one-stop shop for the dissemination of Michigan education data.

Among the new information to be added to the secured portion of the education portal will be data sets that link teachers to student information, allowing local districts to assess individual teacher impact on student performance and consider student growth factors in teacher and principal evaluation systems. Likewise, data on students not tested on annual accountability tests will be added. This will include new information from schools in the State explaining reasons why students did not test. A data structure and process to extract these data and store them in the SLDS, matching this information to enrollment and program participation data, will be created as will reports at the individual and aggregate levels. This structure will allow policymakers to determine whether there are specific trends for certain districts or subgroups of students who do not take the assessments.

The portal will continue to streamline the data flow from Michigan's SLDS into similar consortia around the State called the Regional Data Initiatives (see Section (C)(3) for a full explanation). As the State moves to build its automated SLDS, the D4SS objective for 2010 will align with Race to the Top project goals and refocus on building web services that automate the flow the State assessment data into the Regional Data Initiatives (see Section (C)(3)) so that schools can link local, interim assessments to

state-level accountability assessments and other data points, such as attendance, subject-by-subject grading, and student-by-teacher rostering.

Michigan's data focus under Race to the Top not only requires this efficient and effective transfer of assessment results but also student demographics, program participation, and other state-collected data through the SLDS portal and out to the Regional Data Initiatives. These regional sites will contain State summative, interim benchmark, and local formative assessment information, making for a much more timely and effective model for improving teaching and learning in the classroom. To ensure timely packaging and export of the data sets in a usable format, the State will work with regional data partners so that both common and custom queries allow for the exchange of data elements to support local decision making right down to the classroom.

The system will be protected by robust, role-based security funded under this program. As the SLDS data stores are opened to greater access through this public portal, full reviews of technical security will need to be completed, new roles will be created, and more refined role-based access control will be developed to ensure that only allowable access is granted. At the same time, state efforts will focus on data transparency. Reports and interactive features that deliver results intuitively will be built. The SLDS portal will allow access to data by the public at large. School report cards and other high-stakes reports, such as school assessment results and graduation and dropout rates, will be available to the public through the portal. External researchers will be able to access research-ready files through the portal as well, allowing them to evaluate the effectiveness of instruction for student subgroups well above or below grade level and perform other research that advances Michigan's educational performance. Through this proposal, Michigan will need to support increased staff to work with researchers in creating and supplying data requests, provide training on using the data in a secure manner, and document procedures developed. In addition, the build-out of the portal will require a significant infrastructure and technical development investment. The Race to the Top grant will request funding for that activity.

Timeline:

CEPI and MDE will work to establish the research collaborative.	June 2010
Convene initial stakeholder meeting.	July 2010
Establish working rules and processes for cross-institutional collaboration.	September 2010
Disseminate initial research agenda.	January 2011
Initiate first set of research projects.	February 2011
Begin gathering portal requirements.	July 2010
Begin portal development.	October 2010
Develop analysis tools and reports.	June 2011

Responsible Parties: CEPI, MDE, MDIT

(C)(3) Using data to improve instruction (18 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan to—

- (i) Increase the acquisition, adoption, and use of local instructional improvement systems (as defined in this notice) that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;
- (ii) Support participating LEAs (as defined in this notice) and schools that are using instructional improvement systems (as defined in this notice) in providing effective professional development to teachers, principals and administrators on how to use these systems and the resulting data to support continuous instructional improvement; and
- (iii) Make the data from instructional improvement systems (as defined in this notice), together with statewide longitudinal data system data, available and accessible to researchers so that they have detailed information with which to evaluate the effectiveness of instructional materials, strategies, and approaches for educating different types of students (*e.g.*, students with disabilities, English language learners, students whose achievement is well below or above grade level).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals,

activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note the location where the attachment can be found.

Recommended maximum response length: Five pages

(C)(3)(i) Increasing the use of instructional improvement systems

Background. In August 2009, MDE released an \$11.6 million Title II, Part D, competitive grant funded by the American Recovery and Reinvestment Act (ARRA) of 2009, titled “Improving Instruction through Regional Data Initiatives.” The goal of the grant was to build on the State’s D4SS initiative to provide teachers and administrators with real-time access to state-level student data. The Regional Data Initiatives combine state and local data to better inform instructional decisions and other educational practices at the district, building, and classroom levels. In response to the ARRA grant opportunity, all 57 of Michigan’s ISDs self-organized into eight consortia for rolling out professional development programs on five already installed and operational data analysis and reporting platforms. The Regional Data Initiatives will allow the State to give access to all local school districts and charter schools to use instructional improvement systems.

Goals. Funding was awarded in October 2009. Central to the Regional Data Initiatives was the formation of a Professional Learning Community (PLC) to facilitate shared work on the following goals:

- Creating an interoperability framework among the eight Regional Data Initiatives, SLDS, and local student information systems
- Developing common professional development programs to ensure consistent and adequate coverage of how to properly use data to inform instruction
- Recommending and adopting a common set of state and national course definitions for tracking student progress toward graduation and college readiness and developing a common set of early warning sign reports for dropout prevention and intervention

The most critical goal of the project is interfacing the State Longitudinal Data System, the regional data warehouses, and the local student information systems to create statewide interoperability. Achieving a high level of interoperability will provide educators with comprehensive and aligned instructional improvement systems. Interoperability also will enable LEAs to develop and use common data sets, such as dropout risk factors and college readiness measures, to provide timely and effective interventions.

The second goal of the Regional Data Initiatives is the creation and sharing of common assessments across districts using a common data warehousing tool. For example, the Eastern Upper Peninsula ISD recruited 25 ISDs to its consortium, predicated in part on building a common assessment platform to provide short-cycle, standardized assessment capability for participants. As Michigan participates in multi-state consortia to develop a balanced assessment system, groups of ISDs and/or LEAs will be provided with the opportunity to compete for grants. The purpose of these grants is to develop and administer interim benchmark and formative assessments in the grades and content areas not being developed by the multi-state consortia. Sections (B)(2) and (B)(3) of this application contain more information on Michigan's commitment to working with other states on balanced assessment.

The third goal is to facilitate the use of student growth data in the evaluation of teacher/leader effectiveness. Per SB 981, 2009 PA 205, which added Section 1249 of the Revised School Code, every LEA in Michigan is required to develop a rigorous, transparent, and fair evaluation system for its teachers, principals, and central office administrators. Using local and state assessment data will assist schools in determining effectiveness. MDE's OEAA will take the lead responsibility for calculating student growth on state-level assessments (annual and interim) as pertains to measuring effectiveness of teachers, principals, and central office administrators; this will occur by spring 2012. OEAA will disseminate guidelines to participating LEAs to use to calculate student growth on locally or regionally developed assessments; this will occur by spring 2012. Tools that aggregate the factors of teacher and leader effectiveness that are collected by and reported in the Regional Data Initiatives and combined with state accountability and local assessment data will be reviewed by MDE to ensure the model has been incorporated in a manner that guarantees

comparability across the State to assist participating districts in building teacher/leader evaluation systems that incorporate student growth measures.

Activities	Timeline	Responsible Parties
Coordinating the Regional Data Initiatives and related professional learning community	December 2009	OEII, MAISA
Coordinating and delivering professional development to ensure use of instructional improvement systems	June 2011	OEII, MAISA, ISDs
Disseminating Requests for Proposals (RFP) for grants describing a common interim assessment framework for Grades 3–12 in noncore subject areas	May 2011	DIT, OEAA, OEII
Linking student growth data with the school teacher/leader effectiveness evaluation tool	June 2012	OPPS, OEAA, OEII, CEPI, MVU
Coordinating statewide dropout prevention data and reports, and college readiness tracking	September 2012	OEII, CEPI

(C)(3)(ii) Professional development to support the use of instructional improvement systems

Goal. The goal is to sustain the work of the Regional Data Initiatives, particularly in providing enough professional development to train all of Michigan’s educators to use data to inform instructional practice. LEAs will be encouraged to allocate professional development days or hours for teachers and administrators directly related to the use of data to support instructions improvement efforts throughout the next four years. Participating LEAs will be required to set aside a portion of their Race to the Top funding in each of the next four years to establish the use of instructional improvement systems.

Activities. Each consortium gathered signed assurances committing to the following activities:

- Incorporate the Regional Data Initiative program into educational practices at the classroom level for instructional improvement and dropout prevention.
- Provide software interface capability between the Regional Data Initiatives and their student information system to facilitate the interchange of data.
- Provide dedicated time for professional development for all instructional staff and administrators on related Regional Data Initiative activities.
- Participate in the Regional Data Initiatives during school years 2009–10, 2010–11, and 2011–12.
- Fully participate in the collective evaluation of the Regional Data Initiatives Title II, Part D, grant program.
- Give permission to the Regional Data Initiative to use district data for research purposes of improving education policy and practice and the preparation of teachers.
- Agree to using or aligning with a common set of standards to determine personnel technology skill level and report these determinations.
- Agree to using or aligning with a common set of standards to determine the level of Grade 8 technological literacy and report these assessment results.

Almost all LEAs (97.5 percent) and 45 percent of charter schools signed on to participate in the activities of the Regional Data Initiative. The Race to the Top grant can support the adoption of statewide assessments through the purchasing and sharing of tools and resources for differentiated instruction and for the use of early warning signs to prevent and reduce dropouts.

Timeline. All professional development activities will take place in school years 2010–11, 2011–12, and 2012–13.

Responsible Parties. MDE is providing ARRA Title II, Part D funds for professional development, and many ISDs are providing additional professional development for the LEAs in their consortia. The Michigan Association for Intermediate School

Administrators (MAISA) is providing coordination and facilitation for the professional learning community (PLC) for administrators in the Regional Data Initiative to reach consensus on local data policy issues and to allow sharing of best practices across consortia.

(C)(3)(iii) Sharing data for research purposes

To improve instructional practice and the preparation of teachers, the eight Regional Data Initiative consortia each identified a Michigan teacher preparation institution as a research partner to give them the ability to conduct in-depth research using the formative and summative data shared across the initiative.

This regional research will be integrated into the State's larger Research Collaborative that was described in detail in the Michigan application for SLDS grant and described previously in this application in Sections (C)(1) and (C)(2). 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.

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, it 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.

For a more detailed description of the P-20 Council and research collaborative, see Attachment C3.1 (P-20 Council).

Activities. Each consortium and its research partner will select one research question developed by the consortia in alignment with Michigan's P-20 Council research priorities.

The research being conducted through the Regional Data Initiatives will require each consortium to manually build the data

sets to answer the eight research questions. Having local assessment data already aligned with State test results provides increased access to a broad range of data sets. Automating the pulling and aggregating of this data into statewide data sets would speed the analysis process and fuel the P–20 research agenda for informing instructional practice and education policy.

Activities	Timeline	Responsible Parties
Regional consortia research collaborative	September 2010	MDE-OEII, MAISA, CEPI
Initiation of Michigan’s Research Collaborative	April 2010	CEPI, MDE-OEII
Automation of data pulls for research – Regional sites	September 2012	MDE-OEII, CEPI, DIT, OEAA
Automation of data pulls for research – SLDS	September 2012	MDE-OEII, CEPI, DIT
Automation of Reports for Teachers and Administrators	September 2012	MDE-OEII, CEPI, DIT

(D) Great Teachers and Leaders (138 total points)

State Reform Conditions Criteria

(D)(1) Providing high-quality pathways for aspiring teachers and principals (21 points)

The extent to which the State has—

- (i) Legal, statutory, or regulatory provisions that allow alternative routes to certification (as defined in this notice) for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education;
- (ii) Alternative routes to certification (as defined in this notice) that are in use; and
- (iii) A process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (D)(1)(i), regarding alternative routes to certification for both teachers and principals:

- A description of the State’s applicable laws, statutes, regulations, or other relevant legal documents, including information on the elements of the State’s alternative routes (as described in the alternative route to certification definition in this notice).

Evidence for (D)(1)(ii), regarding alternative routes to certification for both teachers and principals:

- A list of the alternative certification programs operating in the State under the State’s alternative routes to certification (as defined in this notice), and for each:
 - The elements of the program (as described in the alternative routes to certification definition in this notice).
 - The number of teachers and principals that successfully completed each program in the previous academic year.
 - The total number of teachers and principals certified statewide in the previous academic year.

Recommended maximum response length: Two pages

Overview

Michigan is serious about improving methods of certifying of teachers and leaders. The State is committed to multiple pathways that can help identify and recruit the very best candidates to our schools. The need for alternative certification programs, for teachers and leaders, is now more pressing than ever. In response, Michigan has laid a strong foundation that supports alternative certification programs for teachers and principals. In fact, Michigan has gone beyond that to allow alternative certification for central office administrators and superintendents.

At the close of its most recent legislative session, the Michigan Legislature enhanced the state’s ability to offer alternative certification programs that meet the needs of both our school districts and potential candidates. In addition, it ensures that individuals who receive a teaching certificate from an alternative program are on equal standing with their peers who graduated from traditional teacher preparation programs.

MDE works with the Center for Educational Performance and Information (CEPI) to monitor teacher shortages and encourages teacher preparation institutions to prepare teachers in areas of shortage. In addition, Michigan is taking new steps to create opportunities for schools that need teachers and our residents who need jobs through alternative certification programs

currently operating in the state as well as other programs in development and existing programs, such as Teach For America.

(D)(1)(i) Legal, statutory, or regulatory provisions that allow alternative routes to certification

To address this requirement, Michigan has laid a strong foundation and supports alternative certification programs for teachers and principals (PA 202 of 2009 MCL 380.1531i, MCL 380.1531c). In addition, Michigan has gone beyond that to allow alternative certification for central office administrators and superintendents (PA 205 of 2009 MCL 380.1536).

In recent years, Michigan has embraced alternative teacher certification programs as one strategy to address the more challenging teacher shortages the State is confronting in high-need subject and geographic areas. In the realm of teacher certification, Michigan has historically been a “producer” that feeds teacher pipelines throughout the country. As the Michigan economy spiraled downward, it has become more challenging to retain graduates to teach in this State when they are lured away with higher salaries and benefits by states whose economies are a bit more stable.

HB 5596, 2009 PA 202, added Section 1531i, which provides that the superintendent of public instruction shall develop a process to grant an interim teaching certificate. The alternative certification process allows a person to earn an interim teaching certificate. A person with an interim teaching certificate under Section 1531i can teach under certain circumstances; the person must demonstrate satisfactory teaching performance for three years under an interim teaching certificate and meet standards developed by the SPI before being granted a teaching certificate under 1531.

The emphasis of this legislation was to streamline the process for implementing alternative certification programs while assuring that only highly qualified candidates are accepted into these programs. To that end, approved programs must:

- Be selective in their acceptance practices.
- Accept only candidates who hold a bachelor’s, master’s, doctorate, or professional degree from a regionally accredited college or university with a grade point average of at least 3.0 on a 4.0 scale (or the equivalent on another scale).
- Require candidates to pass both the basic skills and appropriate subject area examinations.
- Demonstrate a proven record of producing successful teachers in one or more other states OR be modeled after a

program that has a proven record of producing successful teachers in one or more states.

This law has immediate effect. After developing State Board-approved criteria and an application and review process, MDE will accept applications from providers interested in establishing approved alternative teacher certification programs in fall 2010. Based on the new legislation, the expectation is that the number of alternative route, teacher certification programs will increase.

One reason Michigan is committed to alternative routes to teacher certification is to diversify its workforce to draw more males and ethnic minorities into classrooms, groups that have traditionally been underrepresented in Michigan schools. Diversifying the teaching workforce will provide students in high-poverty and high-minority communities with positive and diverse role models.

Previously, Michigan had a process for approving alternative certification programs that did not all lead to a regular teaching certificate. New legislation provides specific authority to the superintendent of public instruction to approve programs in which participants have equal standing with teachers who are prepared traditionally.

MCL 380.1246 was amended to require administrators hired after the effective date of the legislation to possess a valid Michigan Administrator's Certificate (previously administrator certification had been voluntary). MCL 380.1536(7) was amended to authorize alternate certification routes for administrators. Per this legislation, administrators are defined as a superintendent, principal, assistant principal, or other person whose primary responsibility is administering instructional programs. By not only requiring the certification of principals but also the certification of central office administrators, the State of Michigan will raise the quality of those educators responsible for the instructional leadership of local education agencies (LEAs) and intermediate school districts (ISDs). MCL 380.1536(7) provides for recognition of alternative pathways to earning the basic school administrator's certificate based on experience or alternative preparation, or both, if the alternative certification program is submitted by an established state professional organization and meets criteria set forth school administrator program preparation standards approved by the state board. Alternative pathways may be offered by a variety of providers, including both institutions of higher education (IHEs) and other providers operating independently from IHEs, including professional associations. In addition, administrators have the option of earning endorsements to their certificates. There are three basic endorsements for the initial K-12 administrator

certificate and (elementary, secondary, and central office) and additional performance-based specialty endorsements in specific areas of school administration at the building, central office, and superintendent levels.

This law has immediate effect. After developing criteria and an application and review process, MDE will accept applications from providers interested in establishing traditional and alternative route administrator certification programs in fall 2010.

(D)(1)(ii) Alternative routes to certification

Michigan is a net exporter of teachers each year. However, a recent study was completed by Dr. Barbara Schneider for REL Midwest studying Michigan data in depth to identify Michigan areas of teacher shortage. According to Dr. Schneider, there is little or no pipeline for mathematics and science teachers, especially at the secondary level, and current mathematics and science teachers will be retiring in large numbers. This will cause an even higher demand for mathematics and science teachers in Michigan. Michigan is taking steps to remedy this through the two targeted programs described in this section.

In academic year 2008–09, the State certified 6,211 teachers. The number of teachers recommended for certification from each alternative route program is provided in this section for those programs that have been in place long enough to have program completers. Although new legislation requires administrators hired after the effective date of the legislation to possess a valid Michigan Administrator’s Certificate, under the voluntary certification system, 2,375 administrators were certified in academic year 2008–09. This includes 2,136 principals who were certified after completing a standards-based approved program.

The following alternative route programs currently operate in Michigan:

- Central Michigan University’s Alternative Route to Certification (ARC) Program, which is focused on mathematics, science, and industrial education teachers for rural school districts. A bachelor’s degree is required for admission. The program is designed to be completed in one calendar year. As of January 2009, 63 individuals have been recommended for certification.

- Wayne State University's Pathways Alternative Route to Certification Program is a master's degree program focused on special education and bilingual education for urban school districts in the Detroit area. The Pathways program includes a combination of coursework delivery methods including online, in a K–12 school building, and in university classrooms. As of February 2009, 53 individuals had been recommended for certification.
- The Woodrow Wilson Michigan Teaching Fellowship is a new initiative that addresses the shortage of mathematics and science teachers (see Attachment D1.1 Woodrow Wilson–Michigan). The program utilizes a strong practicum component while participants earn a master's degree in education. It will recruit 240 aspiring teachers during the next five years to place them in high-need middle and high schools in one of five districts: Battle Creek Public Schools, Kalamazoo Public Schools, Benton Harbor Area Schools, Grand Rapids Public Schools, or Detroit Public Schools. Fellows can be college seniors, recent college graduates, or persons who desire to change careers. Fellows will receive a \$30,000 stipend and are required to commit to teach for at least three years in a high-need school after completing the program; this reflects a \$16.7 million commitment from the Kellogg Foundation. This program represents a new approach to teacher education that seeks to transform teacher education while preparing future leaders in the teaching profession. The six institutions at which the Fellows will be prepared (Michigan State University, University of Michigan, Eastern Michigan University, Western Michigan University, Wayne State University, and Grand Valley State University) are required to redesign curricula to improve teacher preparation, to create clinical experiences to help teacher candidates succeed in diverse populations, and to assess candidates' performance in the classroom. In order to support the program requirements, the participating universities agree to match a \$500,000 enrichment grant from the Kellogg Foundation. The first cohort of Fellows will be announced in spring 2011.

Because certification of principals who had completed approved programs was voluntary, there are no alternative certification programs for principals currently in place. However, with the new legislation, a process for approving new alternative

route principal preparation programs will be in place by fall 2010.

(D)(1)(iii) Monitoring, evaluating, and identifying areas of teacher and principal shortage

MDE works with the Center for Educational Performance and Information (CEPI) to collect the Registry of Educational Personnel (REP) twice annually in order to monitor, evaluate, and identify areas of teacher shortage. The data on permits, annual authorizations, and special education approvals are used to calculate the number of teacher vacancies in the State. The annual list of teacher shortages is prepared in accordance with the formula that is provided by the United States Department of Education for loan forgiveness programs. The list of shortages is posted on the MDE website annually. This information is included in Attachment D1.1.

MDE has the ability to determine the number of principal vacancies and where they are located in the State by using REP data. The MDE Office of Professional Preparation Services (OPPS) will prepare a list of principal vacancies on an annual basis beginning with the 2009–10 academic year and publicly report them.

MDE encourages teacher preparation institutions to prepare teachers in areas of shortage by implementing the “Teacher Preparation Institution Performance Score and Corrective Action Plan” in accordance with the Higher Education Act (HEA), Title II, Section 208(a). One of the criteria in the performance score awards points to teacher preparation institutions that respond to State needs by preparing more teachers in high-need or shortage areas such as mathematics, science, world languages, and special education.

MDE will institute an accountability instrument and process similar to the “Teacher Preparation Institution Performance Score” for both traditional and alternative route principal and central office administrator certification programs and alternative route teacher certification programs. These performance scores will provide transparency and accountability to the public about the quality of different educator preparation programs. Like the established “Teacher Preparation Institution Performance Score” used for traditional teacher preparation programs, the scores will provide ratings to programs that respond to State needs by preparing

teachers and principals prepared to serve in high-need or shortage areas, whether they are subject area shortage areas that can be served by teachers or geographic shortage areas that can be served by teachers and principals.

In order to use the teacher and principal shortage data to adequately recruit and prepare teachers and principals to fill these critical shortage areas, Michigan will:

- Implement the Woodrow Wilson Michigan Teaching Fellowship described previously.
- Promote the portability of tenure to attract highly effective teachers to hard-to-staff subjects, schools, and districts by informing districts of their option to waive tenure requirements for experienced teachers who they employ in high-need areas.
- Continue to use the publicly reported “Teacher Preparation Institution Performance Score” to provide an incentive for teacher preparation programs to focus on critical shortage areas.
- Work with the Michigan Department of Energy, Labor and Economic Growth to recruit laid off engineers and other professionals into teaching to fill the growing need for a rapid deployment of mathematics and science teachers identified in the recent report by Dr. Schneider at REL Midwest. MDE is exploring the New Jersey Traders to Teaching Program as a potential model.
- Establish and oversee Michigan Educator Corps (MEC) to increase the number of effective and highly effective teachers in Michigan’s lowest performing schools. The MEC will specifically focus on the following: (1) recruitment of motivated young teachers and recent college graduates through collaboration with established traditional and alternative route teacher preparation programs, including Teach For America (TFA) and The New Teacher Project (TNTP); (2) recruitment of career changers who may want to work in the targeted schools and high-need subjects; (3) recruitment of existing effective and highly effective teachers to transfer to high-need schools in other school districts; (4) and (5) recruitment and training of principals and superintendents to work in struggling schools and districts. Specific elements of the program will be determined as it is developed and will be largely informed by

successful alternative programs such as TFA and TNTP. Design of this program is supported by the Governor's Office and is expected to be implemented by spring 2011. As this program is designed to respond specifically to shortages of effective teachers, principals, and central office administrators, goal numbers will be set once effectiveness data are available.

- Encourage Detroit Public Schools in its communication with TFA to establish the program in Detroit.

Reform Plan Criteria

(D)(2) Improving teacher and principal effectiveness based on performance (58 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to ensure that participating LEAs (as defined in this notice)—

(i) Establish clear approaches to measuring student growth (as defined in this notice) and measure it for each individual student; (5 points)

(ii) Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, and (b) are designed and developed with teacher and principal involvement; (15 points)

(iii) Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools; (10 points) and

(iv) Use these evaluations, at a minimum, to inform decisions regarding— (28 points)

(a) Developing teachers and principals, including by providing relevant coaching, induction support, and/or professional development;

(b) Compensating, promoting, and retaining teachers and principals, including by providing opportunities for highly effective teachers and principals (both as defined in this notice) to obtain additional compensation and be given additional responsibilities;

(c) Whether to grant tenure and/or full certification (where applicable) to teachers and principals using rigorous standards and

streamlined, transparent, and fair procedures; and

(d) Removing ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Ten pages

Overview

Teacher and principal effectiveness cannot be considered a goal that, once attained can be ignored. Instead, Michigan views educator effectiveness as an iterative and dynamic process. For this reason, it is imperative that a quality system of ongoing support—from the educator’s first year throughout his or her career continuum—is implemented.

Data on student growth for individual students, classes, and schools will now be provided to central office administrators, principals, and teachers as part of Michigan’s State Longitudinal Data System (SLDS). To inform instructional practice, the Data for Student Success (D4SS) allows authorized local school personnel to use dynamic inquiries against secured core-data sets of state student demographic, program participation, and assessment results at the district and grade level by subgroup.

MDE will develop a process to identify the type of systemic professional development that will lead to sustained increases of teacher effectiveness and student achievement. The multi-faceted evaluation systems that will be developed by districts participating in the Race to the Top efforts will be used to evaluate both student academic growth and teacher and principal performance. The inclusion of information on teacher and principal performance will allow for the identification of challenge areas. These data, along with information on schoolwide areas of concern addressed in the school improvement plan, will be used to guide the selection of the most appropriate professional development to increase the effectiveness of teachers and principals and improve student

achievement.

In addition to using the new evaluation systems to identify appropriate supports for teachers and leaders, it also will be used to inform compensation decisions. LEAs are now required to implement and maintain a method of compensation for their employees that is based on job performance and job accomplishments. In addition, districts participating in the Race to the Top efforts will be strongly encouraged to provide extra compensation to teachers who take on extra responsibilities, such as being a mentor, teacher leader, obtaining certification from the National Board for Professional Teaching Standards (NPBTS). Specific to tenure, the evaluation system will provide more information to LEAs for their use in decisions about granting tenure.

Because the achievement and growth results of assessment will be used for high-stakes purposes, evaluation results will be used formatively for the first three years in order to allow for feedback from teachers, principals, and other education stakeholders. During this time, these results will still be used to provide appropriate support through professional development to increase teacher effectiveness and student achievement. During the fourth year, LEAs will begin to use the results of the evaluation system in promotion, hiring, compensation, retention, or termination decisions. This assures that the effectiveness measure is stable over time and provides the best information.

(D)(2)(i) Establishing clear approaches to measuring student growth

As amended by SB 981, 2009 PA 205, Section 1249 of the Revised School Code requires, with the involvement of teachers and school administrators, that the board of a school district or intermediate school district or board of directors of a public school academy shall adopt and implement a rigorous, transparent, and fair performance evaluation system that evaluates a teacher's or school administrator's job performance, using multiple rating categories that take into account data on student growth as a significant factor. For these purposes, student growth will be measured by national, state, or local assessments and other objective criteria.

MDE's Office of Educational Assessment and Accountability (OEAA) will take the lead responsibility for calculating student growth on state-level assessments (annual and interim) as pertains to measuring effectiveness of teachers, principals, and central office administrators; this will occur by spring 2012. OEAA will disseminate guidelines to participating LEAs to use to calculate student growth on locally or regionally developed assessments; this will occur by spring 2012. Participating LEAs will use these calculations in the development of evaluation systems as described in Section D(2)(ii).

To assure comparability of measures across participating LEAs, MDE will use a valid, well-documented process to develop the assessments needed to calculate student growth. Throughout the next four years, the state's summative assessments will be replaced with common summative assessments developed by consortia of states to measure the common core K-12 standards. As finer measures of student growth are developed using interim benchmark assessments, MDE will work with consortia of ISDs to produce guidance for the use of the assessments to measure student growth. The process will be public and collaborative and will work toward the goal of consistent statewide measures of student growth. MDE will seek state and federal funding to sustain the assessment program and will seek legislative authority to assume responsibility for oversight and administration of both the summative and interim benchmark assessments.

(D)(2)(ii) Designing and implementing rigorous, transparent, and fair evaluation systems for teachers and principals

Per SB 981, 2009 PA 205, which added Section 1249 of the Revised School Code, every LEA in Michigan is required to develop a rigorous, transparent, and fair evaluation system for its teachers, principals, and central office administrators with the input of teachers and administrators. Districts participating under Race to the Top are required to submit plans to create a system for evaluating teachers, principals, and central office administrators in their district to MDE within the first 90 days of the grant award. Evaluations under the proposed systems must occur annually and must include student growth as a significant factor. These plans must include a timeline, proposed approach to development, and a definition of "significant" as it relates to the use of student

growth data that have been developed jointly by the school board, district administration, and local collective bargaining unit and includes input from teachers, principals, and central office administrators.

Evaluation systems developed by districts participating in Race to the Top must be submitted to MDE for approval. If MDE rejects the design as submitted, it will offer feedback and recommendations for improvement. These evaluation systems will be implemented when the current local collective bargaining agreement expires.

As mentioned in Section D(2)(i), the MDE OEAA will develop a model for student growth to be used in educator evaluation by spring 2012. LEAs will begin implementing evaluation systems that include student growth as a significant factor at different times due to different local collective bargaining agreement expiration dates. No matter when an LEA begins implementation of these educator evaluations, the initial stages would be formative, providing only support for educators, while teachers and leaders are learning to use the evaluation protocols developed and negotiated at the local level.

MDE will support LEAs in the creation of a teacher, principal, and central office administrator evaluation system by providing relevant research and best practices.

Because the student growth results will be used for educator evaluations, specific design considerations must be built into the measurement of student growth. These include the following:

- Controlling for student mobility and subject fidelity.
- Taking school effectiveness into account for teacher effectiveness measures.
- Minimizing the impact of error on educator effectiveness measures.
- Making effectiveness measures understandable.
- Avoiding institutionalizing acceptance of current achievement gaps.
- Setting rigorous and attainable effectiveness thresholds.

Some of the steps used to control for these issues are as follows: linking educator/student data only for students who were

present for the whole period covered by the measure; using school effectiveness as well as teacher effectiveness measures; using effectiveness measures as a formative tool for the first three years; using only stable effectiveness measures for “high-stakes” decisions like tenure and dismissal. Effectiveness measures will be developed collaboratively and used in a public and transparent manner.

Many value-added models result in effectiveness measures that are calculated from “black box” statistical models that only the most astute statisticians can understand and that are reported on metrics that are very difficult to understand. Because of the high-stakes nature of the use of the effectiveness measures, they should be fully transparent and as simple as possible while maintaining validity. This assures that the maximum number of people can validate and replicate the resulting measures from existing data, including, if possible, the teachers and principals who will be evaluated based in part on those measures. The model described below achieves this goal.

To assure that including “one year of growth for one year of instruction” does not institutionalize achievement gaps, the effectiveness measures will heavily weight significant improvement in achievement of those students who are not proficient. Thresholds will be set for participating LEAs and recommended as best practice to all other LEAs. These thresholds will be based on moving students toward or beyond proficiency (a rigorous, criterion-referenced goal) and will be informed by the proportion of schools and teachers achieving the thresholds upon implementation of the system.

Designing the Effectiveness Measures

A quality evaluation system should include the following three specific key components:

- Adoption of professional standards
- Assessment of practice using multiple measures
- Implementation of systems of support

Professional Standards. Part of ensuring that an evaluation system is clear and transparent is the requirement that all stakeholders involved are aware of what is expected of them—what should teachers and administrators know and be able to do. Michigan has Professional Standards for Michigan Teachers, a set of research-based standards for all teachers in the State. These

standards, adopted by the Michigan State Board of Education in 2008, include substandards in the following seven areas:

- Subject matter knowledge
- Instructional design and assessment
- Curricular and pedagogical content knowledge
- Effective learning environments
- Responsibilities and relationships to the school, classroom, and student
- Responsibilities and relationship to the greater community
- Technology operations and concepts

Now that administrator certification is a requirement, MDE will work with REL Midwest and appropriate professional associations to create research-based Professional Standards for Michigan Education Administrators, to be approved by the State Board of Education.

MDE will work with the participating districts as described in this section as they develop and implement evaluation systems. These evaluation systems need to reflect these state-adopted teacher and administrator standards.

Assessment of Teacher Practice Using Multiple Measures. Quality evaluation systems should assess not only how well students learn but also how well teachers teach. Although student academic achievement and growth is the ultimate concern of any educational system, Michigan recognizes that there are a multitude of factors that can affect student academic progress. Furthermore, implementing an evaluation system based solely on student achievement and growth does not provide the type of formative assessment that is essential to understand and address areas of challenge as well as identify and exploit areas of great strength. Michigan district evaluation systems will, therefore, include multiple methods of assessing teacher and principal effectiveness as described in this section.

Student Growth and Effectiveness Levels. Annual summative assessments will be the first student assessments used to measure educator effectiveness because they are already in place. Because interim benchmark assessments are not yet in place,

effectiveness measures based on interim benchmark assessment will need to be developed at a later time. As mentioned previously, OEAA at MDE will take the lead responsibility for addressing the student growth requirements as they pertain to contributions to measures of the effectiveness of teachers and principals, with ambitious but achievable targets.

The responsibilities of this office include the following:

- Determining the growth measure calculation that will be used by the participating LEAs when determining teacher and principal effectiveness.
- Approving the growth measure calculations developed by any involved LEAs to guarantee validity and reliability.

Using annual summative assessments as a starting point, a credit-based model will be used to develop measures of educator effectiveness. When MDE begins to use benchmark assessments, another similar model will be developed for benchmark results, which will allow for additional measures to be added into the effectiveness results. Although the credit-based effectiveness measure will need to be validated and enhanced based on results, research, and analysis, the following describes a preliminary credit-based model:

- Credits for student achievement of proficiency
 - Award 1.0 credit for each student showing “proficient” performance.
 - Award 1.5 credits for each student showing “advanced” performance.
- Credits for declining student performance
 - Subtract 1.0 credit for each student showing a “significant decline” in performance level from the previous year.
 - Subtract 0.5 credits for each student showing a “decline” in performance level from the previous year.
- Credits for maintaining student performance
 - Award 0 credits for each student showing a “maintenance” of performance level from the previous year.
- Credits for improving student performance
 - For students who are proficient in the current year
 - Award 1.0 credit for each student showing a “significant improvement” in performance level from the

previous year.

- Award 0.5 credits for each student showing an “improvement” in performance level from the previous year.
- For students who are *not* proficient in the current year
 - Award 2.0 credits for each student showing a “significant improvement” in performance level from the previous year.
 - Award 1.5 credits for each student showing an “improvement” in performance level from the previous year.

For teachers, individual student data will be linked to individual teachers for use in evaluation. For principals and central office administrators, student data will be aggregated to the school or district level as appropriate.

It is anticipated that participating LEAs could begin to use teacher effectiveness data to inform teacher evaluations by spring 2012. Because student data is already gathered by school building for state and federal accountability measures, LEAs can begin to use principal effectiveness data to inform principal evaluations sooner than teachers, in summer 2011. For central office administrators, a similar system will be designed using the districtwide student performance.

Such a credit-based system would be used to identify teachers, principals, and central office administrators as falling into one of four categories:

- Highly effective
- Effective
- Moderately effective
- Ineffective

Although the target credit thresholds will need to be evaluated based on results and analysis of the results, a possible set of thresholds could be as follows:

- A “highly effective” educator would be required to achieve $N \times 0.95$ credits for N assessments administered (to be consistent with the idea that a highly effective educator is able to get 95 percent of students to be proficient and

maintain the same level of performance from the previous year).

- An “effective” educator would be required to achieve greater than or equal to $N \times 0.75$ and less than $N \times 0.95$ credits for N assessments administered (to be consistent with the idea that an effective educator is able to get greater than or equal to 75 percent and less than 95 percent of students to be proficient and maintain the same performance level from the previous year).
- A “moderately effective” educator would be required to achieve greater than or equal to $N \times 0.40$ and less than $N \times 0.75$ credits for N assessments administered (to be consistent with the idea that a moderately effective educator is able to get greater than or equal to 40 percent and less than 75 percent of students to be proficient and maintain the same level of performance from the previous year).
- An “ineffective” educator would achieve less than $N \times 0.40$ credits for N assessments administered (to be consistent with the idea that an ineffective educator is able to get less than 40 percent of students to be proficient and maintain the same performance level from the previous year).

Measures Other Than Student Growth. To ensure a fair, multi-faceted, rigorous evaluation system, evaluation systems will include a variety of other factors that will be developed at the local level, in collaboration with local collective bargaining units. MDE will encourage districts to consider a variety of evaluation tools and methodologies when designing evaluation systems for teachers, principals, and central office administrators.

For teachers, an LEA may choose to use the following tools and methodologies for evaluation: classroom observations, portfolio assessments, student work samples, and/or peer reviews. Detroit Public Schools, for example, has recently adopted a new teacher contract that will use peer review, based on Toledo Public Schools’ model, as part of its new teacher evaluation system that the district recently adopted.

For principals, an LEA may choose to use the following tools and methodologies for evaluation: collecting information via survey from the principals themselves, along with their superiors and teachers in the school, in the format of a 360 degree

evaluation. Because it is important that evaluations align with accepted professional standards, Michigan also will consult the Educational Leadership Policy Standards: ISLLC 2008 and the Accomplished Principal Standards and Evaluation as the National Board for Professional Teaching Standards rolls them out. MDE will work with professional associations to determine how those standards will be used in the State.

Michigan will use the Interstate School Leaders Licensure Consortium Standards as the basis for the evaluation of central office administrators. MDE will work with professional associations to determine how those standards will be used in the State.

Implementation of Systems of Support. Teacher and leader effectiveness cannot be considered a goal that, once attained can be ignored. Instead, Michigan views educator effectiveness as an iterative and dynamic process, requirements for which change and grow as the students change and new research and best practice come into play. Michigan’s system of quality support and how it will be informed by the evaluation systems developed and implemented by participating districts is described later in this section.

(D)(2)(iii) Annual evaluations of teachers and principals

MCL 380.1249 requires that teacher and principal performance evaluation occur at least annually and that timely and constructive feedback is provided.

Data on student growth for individual students, classes, and schools will be provided to central office administrators, principals, and teachers as part of Michigan’s State Longitudinal Data System (SLDS) work as described in Section C2. In summary, Michigan has in place a data system portal—the Data for Student Success (D4SS)—that provides querying processes and analytic tools for state compulsory data. The D4SS allows authorized local school personnel to use dynamic inquiries against secured core-data sets of state student demographic, program participation, and assessment results at the district and grade level, by subgroup, and ultimately to the individual student to inform instructional practice. Michigan’s SLDS will supply additional data sets to the portal and expand dynamic inquiry capabilities to allow users to examine student progress and outcomes from preschool to the

postsecondary level and into the workforce.

The portal will continue to streamline the data flow from Michigan's SLDS into the Regional Data Initiatives (see Section (C)(3) for a full explanation). These regional sites will contain summative, interim benchmark, and formative assessment information, making for a much more timely and effective model for improving teaching and learning in the classroom. To ensure timely packaging and export of the data sets in usable fashion, the State will work with regional data partners so that both common and custom queries allow for the exchange of data elements to support local decision making at the classroom level.

Central to the Regional Data Initiatives is the formation and function of a Professional Learning Community (PLC) organized by the Michigan Association of Intermediate School Administrators (MAISA). The PLC will develop common professional development programs to ensure that teachers and principals are trained in accessing and using the data from this system. This work began in 2009 and will be incorporated into teacher and principal induction programs.

Michigan also plans to expand a coaching/mentoring professional development system currently being used with a small sample of teachers (approximately 1,000) across the State as part of the State's Race to the Top efforts with participating districts. The program focuses on balanced assessment and using assessment data for instruction, more specifically the use of formative assessment to improve instructional practice and, subsequently, student achievement. The program is research-based and includes the following key components: (1) training in learning teams, (2) the use of instructional coaches, and (3) team meetings to discuss and improve taking theory into practice. The learning teams receive training and coaching on the following topics: (1) making a school a standards-based environment, (2) unpacking standards into learning-target-size chunks, (3) making learning targets accessible to educators and students, (4) formative assessment strategies, (5) involving students in their own assessment and progress tracking, (6) using formative results to inform in-the-moment instructional decisions for individual students and classrooms, (7) classroom summative assessment strategies, (8) using summative data for self-evaluations, and (9) grading student work. The expansion of this program to all participating districts will provide additional training and support to teachers and leaders as they work to fully understand and utilize the new standards and assessments being implemented and to ensure that all teachers are

able to make optimal use of these data.

D(2)(iv) Using evaluations to inform decisions

D(2)(iv)(a) Developing teachers and principals

In order to coordinate, monitor, and continuously improve professional development in the State of Michigan, the cross-functional professional development group, a newly created working group described in Section A of this application, will recommend to the State Board of Education that the National Staff Development Council (NSDC) Standards for Staff Development be established as the standards for programs offering state board continuing education units (SB-CEUs). The system will streamline responsive and effective professional development for preservice to veteran teachers and leaders, based on data-derived instructional needs at state, local, and individual levels. With the assistance of national and State experts, MDE will develop criteria to determine and specify the type of systemic professional development that will lead to a sustained increase of teacher effectiveness and student achievement. These criteria will be developed by summer 2011 and recommended to the State Board of Education for approval. Michigan will phase in a change in how state board continuing education units (CEUs) are awarded so that by 2013, at least half of the state board CEUs must be in activities that meet these new criteria.

The multi-faceted evaluation systems that will be developed by districts participating in the Race to the Top efforts will be used to evaluate both student academic growth, through state-gathered quantitative data and analysis, and teacher and administrator performance, through other methods of formative evaluation recommended by MDE and outlined in Section D(2)(ii). The inclusion of information on teacher, principal, and administrator performance will allow for the identification of challenge areas. These data, along with information on schoolwide areas of concern addressed in the school improvement plan, will be used to guide the selection of the most appropriate professional development to increase the effectiveness of teachers and principals and improve student achievement. Districtwide areas of concern will inform administrator professional development needs. Types of professional development that could be indicated may include content-focused coursework, working with an instructional coach, or participation

in a learning community. Depending on the area of challenge, teachers and leaders, in collaboration with their supervisors if appropriate, will identify the specific professional development most appropriate to ameliorate the areas of challenge. Depending on the identified area(s) of challenge, this professional development may use a variety of delivery systems, such as coaching, content courses, online learning, and professional learning communities. Teachers and leaders new to the profession will be required to develop their Individual Professional Development Plan (IPDP) (described in Section D5) in collaboration with their mentors as part of the induction and mentoring program. The following scenario shows how such a system may work.

- A. Teacher A receives an evaluation indicating that student growth for her students is less than expected.
- B. The teacher and her supervisor look at the other methods by which she has been evaluated to explore her evaluation relative to her teaching performance. A possible source for this type of evaluation data could be results using an in-class observation rubric, such as Charlotte Danielson's Framework for Teaching or the Classroom Assessment Scoring System (CLASS).
- C. The evaluation of her teaching performance indicates that the teacher is struggling with classroom management
- D. The teacher and her supervisor access the RISS, described in Section B3, to explore options for professional development specifically designed to address classroom management issues and vetted by the State (see Section D5 for a description of how professional development offerings will be vetted through the State).
- E. It is decided that the teacher should receive coaching by an approved instructional coach.
- F. This plan is incorporated into the teacher's IPDP, which will include an identification of the challenge area, the plan and timeline for the professional development activity to address the identified challenge area, and the identification of expected outcomes relative to completing the professional development activity. Specifically, outcomes data in this example would be an improved score on the teacher's next evaluation of her classroom management skills.
 - a. If improvement in the teacher's subsequent evaluation is realized, this is indicated in the teacher's evaluation and IPDP.

- b. If no improvement is realized, the teacher and her supervisor will work together to determine another type of professional development in which the teacher should participate. Because these results are all part of the teacher's overall evaluation, consistent non-improvement in effectiveness will be used as described in Section D(2)(iv)(b) and (c).
- c. Information on the effectiveness of the professional development offering also will be provided for feedback on the professional development activity, itself, in accordance with the criteria and rating system for professional development described in Section D(5).

For principals and central office administrators, MDE will develop an IPDP system that will align with the ISLLC Standards.

D(2)(iv)(b) Compensating, promoting, and retaining teachers and principals

D(2)(iv)(c) Granting tenure and/or full certification

Due to the similarity and interrelationship between these two responses, Michigan has chosen to respond to them together. MDE and a stakeholder group are developing a three-tiered teacher licensure system using the National Council for the Accreditation of Teacher Education's "Continuum of Teacher Preparation and Development" as guidance. The group's charge was to develop a three-tier teacher licensure system to create a continuum of teacher development beginning with the formal professional preparation program and continuing throughout the entire career of a teacher. The intent of a three-tiered system is to support new teachers with mentoring, provide support for the continuous improvement of practice, and support teachers in identifying targeted areas for professional development. It will be recommended to the State Board of Education that Professional Standards for Michigan Teachers serve as the foundation of recommendations for advanced licensure.

The recommendations under discussion in the preliminary design phase include requiring new teachers in their first two years in the profession to complete an IPDP, participate in mentoring, have an annual evaluation, and develop a portfolio. In their third and fourth year of teaching, they would be required to complete an IPDP, have an annual evaluation, and provide documentation of

student achievement. Teachers choosing to move to an advanced tier would need to demonstrate high levels of effectiveness and leadership within the school. Becoming a Nationally Board Certified Teacher would be one way that teachers could become qualified to move to an advanced level. Michigan provides financial support to teachers who are participating in the National Board for Professional Teaching Standards Certification program. Eligible candidates can apply to the State for a competitive grant of \$1,250 to subsidize their participation. Interest in this program is growing as evidenced by the 16 percent increase on Board Certified teachers who completed the program in 2009. Its impact also is evident in the selection of Michigan's 2008 Teacher of the Year who is a National Board Certified Teacher. By offering such programs in which participants would be eligible for continuing education units under the new system, participation by Michigan teachers is expected to increase. The intent is for the three-tier licensure system for teachers to be implemented during the 2012–13 school year.

Compensation of teachers and leaders is negotiated at the LEA level. The use of the new evaluation systems for compensation is supported through Section 1250 of the Revised School Code, which allows LEAs to implement and maintain a method of compensation for its employees that is based on job performance and job accomplishments. In addition, districts participating in the Race to the Top efforts will be strongly encouraged to provide extra compensation to teachers who take on extra responsibilities, such as being a mentor or teacher leader or obtaining certification from the National Board for Professional Teaching Standards.

Specific to tenure, the evaluation system described provides more information to LEAs for their use in decisions about granting tenure. Principals and other administrators are not granted tenure in Michigan, so this system is not applicable to them. As mentioned previously, Michigan just passed legislation requiring that principals and central office administrators be certificated (amendment to MCL 380.1246). This requirement allows for a “grandfathering” of existing principals and superintendents so the certification requirements only pertain to those individuals newly hired into these administration positions. As the certification system matures and additional personnel are included, MDE will identify and work with appropriate stakeholders to design a licensure system similar to the multi-tiered system being developed for teachers that incorporates evaluation results.

D(2)(iv)(d) Removing ineffective tenured and untenured teachers and principals

Because the achievement and growth results of assessment will be used for high-stakes purposes, evaluation results will be used formatively for the first three years in order to allow for feedback from teachers, principals, administrators and other education stakeholders. During this time, these results still will be used to provide appropriate support through professional development to increase teacher/leader effectiveness and student achievement. During the fourth year, LEAs will begin to use the results of the evaluation system in promotion, hiring, compensation, retention, or termination decisions. This assures that the effectiveness measure is stable over time and provides the best information.

As mentioned previously, the evaluation system described provides more information to LEAs for their use in decisions about granting tenure. Principals and other administrators are not granted tenure in Michigan, so this system is not applicable to them; however, the increased use of data and reporting will enable all school administrator performance to be openly and fairly evaluated.

Performance Measures Notes: Data should be reported in a manner consistent with the definitions contained in this application package in Section II. Qualifying evaluation systems are those that meet the criteria described in (D)(2)(ii).		Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Criteria	General goals to be provided at time of application:	Baseline data and annual targets				
(D)(2)(i)	Percentage of participating LEAs that measure student growth (as defined in this notice).	0%*	0%*	60%	75%	100%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for teachers.	0%*	0%*	60%	75%	100%

(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for principals.	0%*	0%*	60%	75%	100%
(D)(2)(iv)	Percentage of participating LEAs with qualifying evaluation systems that are used to inform:					
(D)(2)(iv)(a)	<ul style="list-style-type: none"> Developing teachers and principals. 	0%*	0%*	60%	75%	100%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Compensating teachers and principals. 	0%*	0%*	60%	75%	100%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Promoting teachers and principals. 	0%*	0%*	60%	75%	100%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Retaining effective teachers and principals. 	0%*	0%*	60%	75%	100%
(D)(2)(iv)(c)	<ul style="list-style-type: none"> Granting tenure and/or full certification (where applicable) to teachers and principals. 	0%*	0%*	60%	75%	100%
(D)(2)(iv)(d)	<ul style="list-style-type: none"> Removing ineffective tenured and untenured teachers and principals. 	0%*	0%*	60%	75%	100%
<p>*MDE has included in Section (D)(2)(i) and (D)(2)(ii) its plan for developing and implementing a teacher/principal evaluation system using student growth as defined in this application. A survey was conducted to determine how many LEAs currently use student growth as a significant factor in teacher/principal evaluation and the support offered. 583 LEAs completed the survey, and 49 (8.4%) indicated that they use student growth as a significant factor in teacher/principal evaluations, but their calculation of student growth may not be consistent with MDE's proposed growth model. MDE will be able to provide the required data after the evaluation system has been developed and implemented in the participating LEAs. The plan is to have the system implemented by 2011–12, which will serve as the baseline data year for Michigan.</p>						
General data to be provided at time of application:						
Total number of participating LEAs.		756				
Total number of principals in participating LEAs.		4,385				
Total number of teachers in participating LEAs.		98,838				
[Optional: Enter text here to clarify or explain any of the data]						
Criterion	Data to be requested of grantees in the future:					
(D)(2)(ii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems.					

(D)(2)(iii) ⁴	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better in the prior academic year.		
(D)(2)(iii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as ineffective in the prior academic year.		
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems whose evaluations were used to inform compensation decisions in the prior academic year.		
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better and were retained in the prior academic year.		
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems who were eligible for tenure in the prior academic year.		
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems whose evaluations were used to inform tenure decisions in the prior academic year.		
(D)(2)(iv)(d)	Number of teachers and principals in participating LEAs who were removed for being ineffective in the prior academic year.		

⁴ Note that for some data elements there are likely to be data collection activities the State would do in order to provide aggregated data to the Department. For example, in Criteria (D)(2)(iii), States may want to ask each Participating LEA to report, for each rating category in its evaluation system, the definition of that category and the number of teachers and principals in the category. The State could then organize these two categories as effective and ineffective, for Department reporting purposes.

(D)(3) Ensuring equitable distribution of effective teachers and principals (25 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to—

(i) Ensure the equitable distribution of teachers and principals by developing a plan, informed by reviews of prior actions and data, to ensure that students in high-poverty and/or high-minority schools (both as defined in this notice) have equitable access to highly effective teachers and principals (both as defined in this notice) and are not served by ineffective teachers and principals at higher rates than other students; (15 points) and

(ii) Increase the number and percentage of effective teachers (as defined in this notice) teaching hard-to-staff subjects and specialty areas including mathematics, science, and special education; teaching in language instruction educational programs (as defined under Title III of the ESEA); and teaching in other areas as identified by the State or LEA. (10 points)

Plans for (i) and (ii) may include, but are not limited to, the implementation of incentives and strategies in such areas as recruitment, compensation, teaching and learning environments, professional development, and human resources practices and processes.

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (D)(3)(i):

- Definitions of high-minority and low-minority schools as defined by the State for the purposes of the State's Teacher Equity Plan.

Recommended maximum response length: Three pages

Overview

Ensuring that students in high-poverty and high-minority schools have equitable access to effective teachers is a priority to

the State. Once data on distribution using effectiveness is available, Michigan will target efforts on ensuring that students in high-poverty and/or high-minority schools have equitable access to highly effective teachers and principals and are not served by ineffective teachers and principals at higher rates than other students. Michigan will:

- Use quality data systems to identify areas of specific need.
- Ensure that teacher and principal preparation programs prepare candidates to be effective in any classroom.
- Aggressively recruit and retain effective teachers and principals in high-poverty and high-minority schools as well as provide target support and professional development given their specific challenges and turnover rates.

D(3)(i) Equitable distribution of teachers and principals

Ensuring that students in high-poverty and high-minority schools have equitable access to effective teachers is a priority to the State. Michigan defines “high-poverty” schools in accordance with Section 1111(h)(1)(C)(viii) of ESEA as schools in the top quartile of poverty in the State and “low-poverty” schools as schools in the bottom quartile of poverty. Similarly, Michigan defines “high-minority” schools as schools in the top quartile as represented by the percentage of minority students enrolled.

Michigan’s “2006 NCLB Teacher Equity Plan” outlines efforts and strategies undertaken relative to the equitable distribution of highly qualified teachers. This most current version of this plan is available online through the MDE website and is included in this application as Attachment D3.1 (2006 NCLB Teacher Equity Plan). Effectiveness is a new criterion whereby teachers and principals will be evaluated. As is described in Section C, Michigan has a teacher identifier system in place and will expand it to collect student growth and effectiveness data and link it to specific teachers and schools, thereby linking these data to principals. MDE will work with CEPI to add the necessary fields to the Registry of Educational Personnel (REP) to collect and monitor information on the effectiveness of teachers and principals and their distribution. The planned modifications to the data systems will allow evaluation data on teacher and principal effectiveness to be aligned with assignment to schools defined as high- and low-

poverty and high- and low-minority so Michigan will be able to clearly identify the distribution in number and percentage of teachers and principals at each effectiveness level in varying types of schools. The timeline and milestones for these data revisions are included in Section D(2)(ii).

Once data on distribution using effectiveness is available, Michigan will target efforts on ensuring that students in high-poverty and/or high-minority schools have equitable access to highly effective teachers and principals and are not served by ineffective teachers and principals at higher rates than other students. The following strategies and initiatives will enable Michigan to approach the equitable distribution of effective teachers and principals systemically.

Data Systems. Quality data systems will be used to identify areas of specific need. Analysis of longitudinal data will illuminate potential sub-challenges within the larger areas of need. For example, data may indicate that specific schools have annual shortages even though the overall number of teachers needed has not changed. This would indicate that efforts should be targeted on teacher retention rather than just teacher recruitment. Michigan's current data system and the planned expansion of the data system (see Section C of this application for a full description) will allow the State to perform these types of data analyses. In addition to determining whether effective teachers are equitably distributed across schools, the data system also will allow determination as to the effectiveness of principals staffing high-poverty and high-minority schools.

Preparation. Teacher and principal preparation must ensure that candidates can be effective in any classroom. To that end:

- MDE will implement new alternate preparation route options and expand existing options as described in Section D(1). These include implementing the provisions of MLC 380.1531i with immediate effect and implementing the new Woodrow Wilson Michigan Teaching Fellowship program, the first cohort of which will be notified in spring 2011.
- MDE will continue to require teacher preparation programs to provide preparation in cultural competence.
- MDE will continue to require teacher preparation programs to meet the Professional Standards for Michigan

Teachers, which have their foundation in the standards of the Interstate New Teacher Assessment and Support Consortium (INTASC). These standards include required training in differentiated instruction to maximize student achievement and to accommodate differences in backgrounds and aptitudes in order to ensure effectiveness in all teachers, including those working in high-minority and high-poverty schools.

- Michigan is committed to developing a pipeline of qualified principals and supporting new principals in turnaround efforts. As such, Michigan will issue an RFP for the development of a Turnaround Academy to provide focused training for managing the turnaround process. A formal professional learning network will be developed for the schools utilizing each of the turnaround options to help school leaders share promising practices and to provide feedback to the MDE about the turnaround process (see Section D(5) on professional development for more information).
- The principal's academy is comprised of the Principal Fellowship and Leadership Coach Institute, developed and conducted by Michigan State University (MSU). The Principal Fellowship is a one-week residential study of leadership in relation to instruction with follow-up assignments and PLC meetings throughout the year. Visionary leadership, recognizing effective instruction, and using data to direct education are primary themes to build the capacity of the principal in alignment with the Leadership strand of Michigan's School Improvement Framework. Leadership coaches are specifically assigned to assist the principal to implement the themes of the Principal Fellowship and to assist the principal in developing a strong leadership team to drive and implement the building-level school improvement plan.

Recruitment and Retention. Ensuring that high-poverty and high-minority schools are staffed with effective and highly effective teachers and principals requires aggressive action to both recruit and retain them. Michigan will work with LEAs to develop policies and practices to recruit and retain effective teachers, including differentiated compensation and incentives for meeting student performance benchmarks. Other recruitment and retention programs are listed in this section.

- Necessary staffing changes will be made in those schools that are part of the State School Reform/Redesign School District. See Section E of this application for further discussion of these plans.
- OPPS will promote the portability of tenure to attract highly effective teachers to hard-to-staff subjects, schools, and districts by informing districts of their option to waive tenure requirements for experienced teachers who they employ in high-need areas. This option is currently in place.
- MDE will implement and oversee MEC to increase the number of effective and highly effective teachers in Michigan's lowest performing schools, as discussed in Section D(1)(iii).
- MDE and Detroit Public Schools have been in communication with TFA to bring the program back to Detroit.
- MDE will identify practicing teachers and leaders who have been identified as highly effective in high-poverty/high-minority schools and districts for inclusion in a cadre of advisors to assist in the development of a curriculum for inservice educators. This action will be implemented after the new teacher and principal evaluation system is established and these individuals can be reliably identified.
- MDE will collaborate with education partners to recruit aspiring principals to serve in these schools. The initial goals will be to train 200 principals by fall 2013. MDE will develop and distribute an RFP and coordinate program approval, implementation, monitoring, and evaluation.
- MDE will collaborate with education partners (e.g., Michigan Association of School Boards) to develop guidelines based on best practices for school boards to use when hiring district superintendents to assure selection of high-quality candidates. Guidelines will be developed by summer 2011.

Support and Professional Development. Providing support and professional development is particularly critical for teachers and principals in high-poverty and high-minority schools given their specific challenges and turnover rates. To provide that support and professional development:

- MDE will identify highly effective teachers and work with education partners to train these teachers as coaches to mentor and work with their peers in struggling schools. MDE will be able to identify highly effective teachers beginning in spring 2012.
- MDE will identify highly effective principals and work with education partners to train these principals and establish a system whereby they can act as mentors and coaches for principals in high-need schools. MDE will be able to identify highly effective principals beginning in summer 2011.
- MDE will continue support for the Advocating Strong Standards-based Induction Support for Teachers (ASSIST) website modules and resources for educators. This project, a collaboration among MDE, select universities, and professional associations, provides online training sessions and more than 1,000 Web-based tools. Website modules will be updated and expanded to include online interactive learning communities, and additional modules will be developed as needed using Race to the Top funds. Some of the new modules will address concerns that are unique to teachers in high-poverty or high-minority schools. These updates and expansions will be completed using an RFP process.

D(3)(ii) Increasing the number and percentage of effective teachers teaching hard-to-staff subjects and specialty areas

The efforts described in the previous section are expected to increase the number and percentage of effective teachers teaching hard-to-staff subjects and in specialty areas. This section includes further efforts that Michigan will undertake to specifically address the issue of subject area shortages.

Data Systems. In addition to what is described, Michigan's data system also will include elements on teacher subject credentials, thereby allowing for identification of specific subject shortage areas in the State. These data will then be used to inform preparation, recruitment, and retention efforts.

Alternative Route Certification Programs. In addition to recruiting and preparing teachers, principals, and central office

administrators for high-poverty, high-minority, and specified geographic areas (i.e., rural and urban), current programs are often targeted to subject area shortages. For example, the Woodrow Wilson Michigan Teaching Fellowship described previously is designed to address mathematics and science teacher shortages by specifically recruiting individuals interested in teaching those subject areas.

Michigan’s Retirement Act. This Act MCL 38.1361 previously was amended to allow retired teachers to return and teach full-time in shortage areas identified by MDE without being subject to the earnings limitation cap as referenced in PA 300 1980. Letters are mailed to all local districts regarding the shortage areas and the retirement act. Information is available on the MDE website (<http://www.michigan.gov/mde>) as well as the teacher retirement office website.

Performance Measures for (D)(3)(i) <i>Note: All information below is requested for Participating LEAs.</i>	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
General goals to be provided at time of application:	Baseline data and annual targets				
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	0% *	0% *	0% *	10%	15%
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	0% *	0% *	0% *	25%	35%
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	0% *	0% *	0% *	50%	40%
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	0% *	0% *	0% *	10%	5%
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	0% *	0% *	0% *	10%	15%
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	0% *	0% *	0% *	25%	35%

Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	0%*	0%*	0%*	50%	40%
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	0%*	0%*	0%*	10%	5%
*Because evaluation systems will not be fully defined until school year 2010–11 and resulting effectiveness data will be not be available until Spring 2012, districts will use this data to help measure teacher and principal effectiveness during summer/fall 2012 therefore baseline we are unable to provide baseline percentage data until that time.					
General data to be provided at time of application:					
Total number of schools that are high-poverty, high-minority, or both (as defined in this notice).	1,238				
Total number of schools that are low-poverty, low-minority, or both (as defined in this notice).	1,514				
Total number of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice).	30,573				
Total number of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice).	40,205				
Total number of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice).	1,459				
Total number of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice).	1,714				
[Optional: Enter text here to clarify or explain any of the data]					
Data to be requested of grantees in the future:					
Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.					
Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.					

Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.					
Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.					
Performance Measures for (D)(3)(ii)	Actual Data: Baseline (Current school year or most recent)	End of SY 2010- 2011	End of SY 2011- 2012	End of SY 2012- 2013	End of SY 2013- 2014
<i>Note: All information below is requested for Participating LEAs.</i>					
General goals to be provided at time of application:	Baseline data and annual targets				
Percentage of mathematics teachers who were evaluated as effective or better.	0% *	0%	0%	30%	40%
Percentage of science teachers who were evaluated as effective or better.	0% *	0%	0%	45%	50%
Percentage of special education teachers who were evaluated as effective or better.	0% *	0%	0%	20%	30%
Percentage of teachers in language instruction educational programs who were evaluated as effective or better.	0% *	0%	0%	40%	50%
*Because evaluation systems will not be fully defined until the 2010–11 school year and resulting effectiveness data will be not be available until spring 2012, districts will use this data to help measure teacher and principal effectiveness during summer/fall 2012, therefore, we are unable to provide baseline percentage data until that time.					
General data to be provided at time of application:					
Total number of mathematics teachers.	8,373				
Total number of science teachers.	7,078				
Total number of special education teachers.	20,266				
Total number of teachers in language instruction educational programs.	449				

[Optional: Enter text here to clarify or explain any of the data]	
Data to be requested of grantees in the future:	
Number of mathematics teachers in participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of science teachers in participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of special education teachers in participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of teachers in language instruction educational programs in participating LEAs who were evaluated as effective or better in the prior academic year.	

(D)(4) Improving the effectiveness of teacher and principal preparation programs (14 points)

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

- (i) Link student achievement and student growth (both as defined in this notice) data to the students’ teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State; and
- (ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals (both as defined in this notice).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: One page

(D)(4)(i) Linking student achievement and growth data to teachers, principals, and state programs, and publicly reporting

data

Section (D)(2)(i) describes the State's approach to measuring student growth and how it will be measured for each student and linked to the student's teacher. As mentioned previously, MDE is updating its teacher certification database to include a personnel identification code (PIC) that will be used to link the teacher to his or her student's unique identification code (UIC) and ultimately back to the teacher preparation institution. The timeline for linking the PIC with the UIC is summer 2011 MDE will coordinate with CEPI to connect student growth to teachers and teacher preparation institutions.

MDE already has established strategies for publicly reporting the effectiveness of its teacher preparation institutions in accordance with the Higher Education Act (HEA), Title II, Section 208(a). The "Teacher Preparation Performance Score Report and Corrective Action Plan" uses a set of criteria to assess institutions and derive a score that identifies them as follows:

- Exemplary Performance Teacher Preparation
- Satisfactory Performance Teacher Preparation
- At-Risk Teacher Preparation
- Low-Performing Teacher Preparation

A major component of the preparation performance score is the three-year cumulative Michigan Test for Teacher Certification (MTTC) test pass rate. Other criteria include program approvals, program completion rate, survey of efficacy of teacher candidates, institutional responsiveness to State need in terms of diversity and preparation of teachers in high-need subject areas, such as mathematics, science, world languages, and special education. This final criterion provides an incentive to institutions to recruit teachers in these hard-to-staff content areas as they are given points for success. Connecting student growth to teachers and the institutions at which they were prepared will be added to the performance score criteria in 2012, which is the earliest that two years of student growth data will be available. This accountability system will be used with both traditional and alternative route teacher preparation programs.

The performance score is made publicly available by presenting it to the State Board of Education and posting it on the MDE

OPPS website (www.mi.gov/teachercert). The public reports include information on the percentage of teachers passing the Michigan Teacher Test for Certification (MTTC) exams (http://www.michigan.gov/documents/mde/MTTC_3_yr_Results_2004-2007_Approved_7.1.08_240874_7.pdf) and Teacher Preparation Institution (TPI) Performance Scores (http://www.michigan.gov/mde/0,1607,7-140-6530_5683_5703-220335--,00.html). Institutions that do not obtain satisfactory or better performance scores are required to submit a self-assessment and a plan of improvement as well as progress to a satisfactory level within two years. Failure to do so may result in loss of their approval as a teacher preparation institution. In addition, all approved teacher preparation institutions are required to be nationally accredited by either the National Council for the Accreditation of Teacher Education or the Teacher Education Accreditation Council by 2013.

The teacher preparation accountability system will be the basis for building a similar accountability system for principal and central office administrator preparation programs. The timeline for developing and implementing the principal and central office administrator preparation performance score will be targeted for fall 2012. MDE will convene a group of stakeholders including representatives from administrator associations, higher education, local districts, ISDs, and MDE to work collaboratively on this initiative. The timeline for identifying stakeholders is September 2010. The stakeholders will begin meeting in January 2011 with a recommendation for the principal and central administrator preparation performance score to the State Board of Education by December 2011.

(D)(4)(ii) Preparation and Credentialing Options and Successful Programs

As described in Section B(3) of this application, Michigan has developed the Teaching for Learning Framework (TLF) to assist educators in understanding rigorous standards and the ability to teach those standards so all students learn and demonstrate proficiency. Instruction and preparation in the skills and practices encompassed in the TLF will be required criteria for the approval of teacher preparation programs.

In addition to implementation expectations of excellence for program approval as documented through the TLF, Michigan

will use teacher preparation institution (TPI) performance results to identify high-quality preparation programs. Michigan TPIs that are currently reported as *Exemplary* in their effectiveness in preparing teachers (http://www.michigan.gov/documents/mde/2006-07_TPI_Performance_Scores_252925_7.pdf) can function as mentor institutions to at-risk and low-performing TPIs as part of the corrective action protocols approved by the State Board of Education. The proposed administrator preparation scores also will help to identify exemplary traditional and alternative route administrator preparation programs that will be asked to serve as mentor institutions to at-risk and low-performing administrator preparation institutions. In addition, those institutions that are more successful at producing effective teachers and principals will have an opportunity to serve on the Michigan Research Collaborative (see Section (E)(2) for a description).

Performance Measures	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
General goals to be provided at time of application:	Baseline data and annual targets				
Percentage of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	N/A	N/A	TBD	TBD	TBD
Percentage of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	N/A	N/A	TBD	TBD	TBD
Because evaluation systems and resulting effectiveness data will be not be available until spring 2012, we are unable to provide baseline data until that time.					
General data to be provided at time of application:					
Total number of teacher credentialing programs in the State.	34				
Total number of principal credentialing programs in the State.	15				
Total number of teachers in the State. ¹	110,671				

Total number of principals in the State. ²	4,876		
¹ This reflects the total number of teachers employed in the State.			
² This reflects the total number of principals employed in the State.			
Data to be requested of grantees in the future:			
Number of teacher credentialing programs in the State for which the information (as described in the criterion) is publicly reported.			
Number of teachers prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.			
Number of principal credentialing programs in the State for which the information (as described in the criterion) is publicly reported.			
Number of principals prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.			
Number of teachers in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.			
Number of principals in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.			

(D)(5) Providing effective support to teachers and principals (20 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for its participating LEAs (as defined in this notice) to—

- (i) Provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded. Such support might focus on, for example, gathering, analyzing, and using data; designing instructional strategies for improvement; differentiating instruction; creating school environments supportive of data-informed decisions; designing instruction to meet the specific needs of high need students (as defined in this notice); and aligning systems and removing barriers to effective implementation of practices designed to improve student learning outcomes; and
- (ii) Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement (as defined in this notice).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Five pages

D(5)(i) Effective, data-informed professional development, coaching, induction, and common planning and collaboration time

Just as Michigan is moving away from seat time to proficiency and outcomes for students and for teacher preparation programs, it is also moving away from the traditional understanding of professional development as being associated with workshops, courses, and seat-time. This concept of professional development is consistent with the National Staff Development Council (NSDC) basic principles for effective professional development. According to these principles, professional development should:

- Be intensive, ongoing, and connected to practice.
- Focus on student learning and address the teaching of specific curriculum content.
- Align with school improvement priorities and goals.
- Build strong working relationships among teachers.

The newly created cross-functional professional development team (fully discussed in Section A) will fulfill the following three crucial functions to organize and streamline professional development in the State:

- Organizing existing professional development options.
- Creating new professional development options to address new needs.
- Creating and implementing IPDP to individualize professional development for teachers and principals.

Organizing Existing Professional Development Options

Many exemplary professional development programs already exist in the State and originate with a variety of providers,

including MDE. Although many of these initiatives have been identified and vetted through the Michigan Title I Statewide System of Support, the new cross-functional professional development team at MDE will coordinate these efforts. Support will be provided to schools and districts to match their data-identified professional development needs, using student achievement data and teacher and leader effectiveness data, to existing programs across the State and online. Teachers and administrators will be able to access an online database of existing professional development programs, including those developed by MDE, to locate available resources. MDE, in collaboration with an appropriate stakeholder workgroup, will develop criteria for the inclusion of an existing professional development program in the database, based on the National Staff Development Council (NSDC) definition for effective professional development. This database will be available by December 2010. It will not necessarily confer MDE endorsement of programs but will provide information for schools and LEAs to develop local programs of professional development based on data-derived instructional needs. Included professional development programs will be regularly evaluated and updated based on both the initial inclusion criteria and evidence of effectiveness over time.

Providing New Professional Development Options

With the implementation of new standards, assessments, and resulting student achievement data (see Section B for details on Michigan plans and timeline), all teachers and principals—both new and veteran—will need professional development. To support the transition to new standards and assessments, MDE will collaborate with partner organizations across the State to design and implement a Responsive Instructional Support System (RISS). See Section B(3) for a full description of RISS. One of the initiatives of the RISS is the development and delivery of high-quality professional development to support the transition to the new standards and assessments.

As described fully in Section B, the TLF forms the foundation of ongoing instructional support for teachers and leaders in implementing the CCRS and CCK–12 Standards. In order to help educators use the research-based strategies that comprise the TLF in effectively delivering instruction aligned with the CCK–12 Standards, the Curriculum and Instruction Unit of the Office of Education Improvement and Innovation at MDE is developing a professional development program. This professional development will be

ongoing and job-embedded to promote the development of teacher instructional leaders. Much of this professional development will be delivered online. The program will be planned by spring 2010 and implemented as a pilot during the 2010–11 school year. The program will be evaluated, revised, and scaled up accordingly in the following years.

As described in Section C, ensuring that professional development requirements and opportunities are data-driven requires comprehensive and coordinated evaluation and data systems. The plans for the Michigan evaluation system are described in Section D(2) of this application. OEAA has funded a significant professional development initiative aimed at improving educator assessment literacy. The model involves in-depth training in balanced assessment (summative, interim, and formative assessments along with grading), and provides supports for learning teams to work together with a coach over a two-year period in which the training is interspersed with team meetings to discuss the challenges and successes of practical application in the classroom. This professional development program will be scaled up to assure that teachers and principals are well-equipped to implement data-based decision-making based on formative and summative assessment data. Part of this system is the creation of a Professional Learning Community (PLC) organized by the Michigan Association of Intermediate School Administrators (MAISA) that will develop common professional development programs to ensure teachers and principals are trained in accessing and using the data from this system.

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. The Michigan Association for Intermediate School Administrators (MAISA) is providing coordination and facilitation for the professional learning community (PLC) for administrators in the Regional Data Initiative to reach consensus on local data policy issues and to allow sharing of best practices across consortia. All professional development activities will take place over school years 2009–10, 2010–11, and 2011–12. MDE will support ISDs and LEAs in the development of similar professional learning communities focused on the core reform areas and identified regional needs and resources. Michigan plans to compete for all ARRA funding sources to supplement and support the four core reform initiatives (see Attachment B3.5 Standards Adoption Implementation Timeline).

The cross-functional professional development team at MDE will work to ensure that all new teachers, new principals, and new central office administrators participate in high-quality mentoring and induction. Currently, MDE requires that LEAs provides guidelines for LEAs concerning best practices.

Scaling Up and Implementing the Individual Professional Development Plans

As is fully described in Section D(2), teachers and principals will be required to create an IPDP based on the results of their annual evaluation and schoolwide areas of concern addressed in the school improvement plan. Based on this information, teachers and principals will identify the specific professional development most appropriate to ameliorate the areas of challenge. The content and structure of the professional development required under the IPDP will be drawn from both existing professional development systems in the State and any new systems or entities that meet the criteria for vendor approval as described in the following section.

(D)(5)(ii) Measure, evaluate, and continuously improve the effectiveness of supports

In order to monitor coordinate, and continuously improve professional development in the State of Michigan, the cross-functional professional development group will establish the National Staff Development Council (NSDC) Standards for Staff Development as the standards for programs offering state board continuing education units. The system will streamline responsive and effective professional development for preservice to veteran teachers and leaders, based on data-derived instructional needs at state, local, and individual levels. With the assistance of national and State experts, MDE will develop criteria (to be approved by the State Board of Education) to determine and specify the type of systemic professional development that will lead to a sustained increase of teacher effectiveness and student achievement. These criteria will be developed by summer 2011. Michigan will phase in a change in how state board continuing education units (CEUs) are rewarded, so that by 2013, at least half of the state board CEUs must be in activities that meet these new criteria. Professional development offerings will be evaluated over time for effectiveness as described previously. The support elements offered through the statewide system of support to low-performing schools are undergoing

evaluation for effectiveness and will be modified accordingly. Michigan is committed to participate in the national evaluation of Title I School Improvement initiatives, as well, and to identify and implement practices that demonstrate effectiveness.

(E) Turning Around the Lowest-Achieving Schools (50 total points)

State Reform Conditions Criteria

(E)(1) Intervening in the lowest-achieving schools and LEAs (10 points)

The extent to which the State has the legal, statutory, or regulatory authority to intervene directly in the State’s persistently lowest-achieving schools (as defined in this notice) and in LEAs that are in improvement or corrective action status.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (E)(1):

- A description of the State’s applicable laws, statutes, regulations, or other relevant legal documents.

Recommended maximum response length: One page

The State of Michigan, specifically the superintendent of public instruction (SPI), has far-reaching authority to intervene in the lowest-achieving schools and local education agencies (LEAs) that are in improvement or corrective action status. The State’s statute on school accreditation (MCL 380.1280) gives the SPI the authority to provide technical assistance to any school that is unaccredited. The statute gives any school that is unaccredited for three consecutive years the authority to replace the school administrator, to give parents school choice, to require the school to use a research-based school improvement model, or to close the school. Standards for school accreditation are based primarily, but not solely, on student achievement. Standards for the Michigan

School Accountability and Accreditation System (MI-SAAS), adopted by the State Board of Education in June 2009, can be found in Attachment E1.1 (MI-SASS Standards).

Michigan recently passed legislation, HB 4787, 2009 PA 204, which authorizes the SPI to place the low-performing schools under the supervision of the State Reform Officer. The Reform Officer can either approve the district's redesign using one of the four intervention models or issue an order imposing one of the four intervention models. Public school academies (charter schools) that are in the bottom 5 percent of all schools also are subject to closure.

For school districts, if a school district has a financial emergency as defined by state statute (MCL 141.1238), the SPI has the authority to nominate potential appointees for the position of emergency financial manager. Nominations are submitted to the governor for appointment of up to one year, renewable annually. The state recently used this authority in Detroit Public Schools to appoint an emergency financial manager with authority over all financial matters.

If an authorizing body for a charter school does not engage in appropriate continuing oversight of its charter schools, the SPI may revoke authorizing privileges (MCL 380.502).

The State's applicable laws, statutes, regulations, or other relevant legal documents are as follows: MCL 380.1280 Accreditation (Attachment E1.2), PA 204 of 2009 (Attachment E1.3), MCL 141.1238 Emergency Financial Manager (Attachment E1.4), MCL 380.502 Public School Academy Organization and Administration (Attachment E1.5), and MI-SAAS Standards (Attachment E1.1).

(E)(1) Intervention in lowest-achieving schools and LEAs

Michigan has chosen to concentrate efforts on those schools that are truly the lowest performing in the state. Michigan's work for the 2010–11 school year will focus on the Detroit Public Schools and 15 other LEAs with schools on the lowest-achieving list. The State has far-reaching authority to intervene in the lowest-achieving schools and LEAs that are in improvement or corrective action status. While some authority has been in place for 19 years, new legislation provides strong authority for the superintendent

of public instruction over the lowest performing 5 percent of all public schools.

The current system of supports provided to schools that are identified for improvement, corrective action, or restructuring comprises four elements: a school-building audit to identify and address needs, a process mentor team to provide monitoring and support for implementing the improvement plan, leadership support in the form of a Principal's Fellowship and Leadership Coach, and instructional coaches to assist with the implementation of evidenced based practices. Through the Race to the Top and Federal School Improvement Grant funding, Michigan will be able to implement a much more intensive support model for struggling schools.

Although many LEAs have used external coaches, not many have used external vendors to facilitate the turnaround process. One exception is the Detroit Public School (DPS) District, where the emergency financial manager has closed 29 of the district's 194 schools and hired outside firms to restructure 17 others. He also has redirected the placement of dozens of principals, often from relatively high-performing schools to lower-performing ones, and is working to broker agreements that would allow identified schools to extend the school day.

Most other LEAs have turned to their Intermediate School District or Regional Educational Service Agency (ISD/RESA) for assistance and support for school improvement. MDE has engaged the ISD/RESA organizations to expand the state's capacity to intervene in low-performing schools.

To assist schools in the selection of turnaround vendors, Michigan will issue an RFP to invite ISD/RESAs and others to describe their demonstrated success turning around low-performing schools. All vendors including ISD/RESAs will be required to participate in a State-run training program that specifies performance expectations and familiarizes vendors with state legislation and regulation. Vendors will be evaluated regularly, and those that are not getting results will be removed from the authorized list.

One of the major concerns with the four options for school turnaround is that all but closure require the replacement of the school principal. Therefore, it is critical for Michigan to develop a pipeline of qualified principals and support new principals in turnaround efforts. In addition, new state legislation will require the appointment of a State School Reform/Redesign Officer

(SSRO) who will have supervisory authority over the lowest performing schools.

Statewide, over the past four years, 282 schools have come off the list of schools identified for improvement, corrective action, or restructuring. This demonstrates that a number of school districts in Michigan have engaged in reform with varying degrees of success, and two districts have undergone dramatic changes in response to low student achievement, loss of students, and loss of funding. The School District of the City of Pontiac has closed eight schools in an effort to concentrate staff and resources to provide a focused effort to increase student achievement and to re-size the district to match the current student population. Detroit Public Schools (DPS) has closed 27 schools and has engaged reform partners for 17 of their high schools. DPS is now working to engage reform partners for 13 of the elementary schools.

Reform Plan Criteria

(E)(2) Turning around the lowest-achieving schools (40 points)

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

- (i) Identify the persistently lowest-achieving schools (as defined in this notice) and, at its discretion, any non-Title I eligible secondary schools that would be considered persistently lowest-achieving schools (as defined in this notice) if they were eligible to receive Title I funds; and (5 points)
- (ii) Support its LEAs in turning around these schools by implementing one of the four school intervention models (as described in Appendix C): turnaround model, restart model, school closure, or transformation model (provided that an LEA with more than nine persistently lowest-achieving schools may not use the transformation model for more than 50 percent of its schools). (35 points)

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the

location where the attachments can be found.

Evidence for (E)(2) (please fill in table below):

- The State’s historic performance on school turnaround, as evidenced by the total number of persistently lowest-achieving schools (as defined in this notice) that States or LEAs attempted to turn around in the last five years, the approach used, and the results and lessons learned to date.

Recommended maximum response length: Eight pages

(E)(2) Turning around the lowest-achieving schools

(i) Identifying the persistently lowest-achieving schools

Michigan has chosen to concentrate efforts on those schools that are truly the lowest performing in the state. To that end, we first ranked the performance of all schools in reading and math, used a growth measure to show which of those schools were not making progress over three years (high school) or two years (elementary/middle school), and identified the lowest 5 percent of all elementary or middle schools and the lowest 5 percent of high schools. The next step in the identification process was to identify which schools, among the lowest 5 percent, were receiving Title I funds and were identified for improvement, corrective action, or restructuring, or were secondary schools eligible for but not receiving Title I funds and identified for improvement, corrective action, or restructuring. The business rules for ranking schools and the list of the lowest 5 percent are included in Attachment E2.1 (Business Rules for Lowest 5 Percent). Although they were not necessarily the lowest performing high schools, four schools are included on the list because they have had a graduation rate of 60 percent or less for three consecutive years. Michigan’s work for the 2010–11 school year will focus on the Detroit Public Schools and 15 other LEAs with schools on the lowest-achieving list through the School Improvement Grant process or the Race to the Top grant if the schools are not eligible for Title I funds. Each year, as the calculations for proficiency and student progress are calculated, any new schools that are identified will be invited to

apply for a School Improvement Grant. As a result of recently passed legislation, Public Act 204 of 2009, all schools identified in the lowest 5 percent of performance will be subject to intervention for turnaround or closure.

(ii) Support for LEAs

The current system of supports provided to schools that are identified for improvement, corrective action, or restructuring comprises four elements: (1) a school building audit to identify and address needs, (2) a process mentor team to provide monitoring and support for implementing the improvement plan, (3) leadership support in the form of a Principal’s Fellowship and Leadership Coach, and (4) instructional coaches to assist with the implementation of evidenced-based practices. The leadership support element has evolved over several years and has been fully operational for the last three years.

The Michigan Principal’s Fellowship is designed to foster systematic school improvement by teaching principals (and their staffs) to focus on the “instructional core”—or what really happens between teachers and students when they are studying specific content. To do that, leaders must learn how to establish coherent strategies across all classrooms and grade levels, and to empower teachers to unify and take actions as a team.

All Title I schools in Michigan that fail to make AYP for four consecutive years are required to complete the ongoing, interactive training sessions led by the staff and faculty from the Michigan State University College of Education. More than 800 educators from nearly 150 schools have participated in this initiative. Forty percent (16 out of 39 schools) of the schools participating in the second year of the fellowship made AYP for two consecutive years and will no longer be required to attend the program.

Plan: Through the Race to the Top and Federal School Improvement Grant funding, Michigan will be able to implement a much more intensive support model for struggling schools. Turning around struggling schools must become a routine process for MDE, in partnership with ISDs and outside vendors. The MDE Office of Education Improvement and Innovation (OEII) will be accountable for managing and monitoring the turnaround performance across the state. Schools that are not performing must use

one of the reform models to improve student achievement or must close. OEII is collaborating with the state's education data collection agency, the Center for Education Performance and Information (CEPI), to enhance data collection on the school turnaround efforts, to institute a state research collaborative, and to make regional data warehouses available to all schools to increase the use of student data and instructional improvement systems (see Section (C)(3))

Michigan will include some of the strongest elements from the current statewide system of support and will implement the new turnaround models in the lowest-achieving schools in the state. In line with the Federal Title I School Improvement Grant requirements, Title I and Title-I-eligible secondary schools in the bottom 5 percent will be served with those funds. Schools not eligible for Title I and in the bottom 5 percent will be served through Race to the Top funds. In addition, Race to the Top funds will support some of the infrastructure development described below. Michigan will continue to ensure coordination of funding streams, such as Title I and IDEA, with School Improvement Grant funding to ensure a coherent reform process in LEAs.

Model Overview

All identified schools in the bottom 5 percent will be required to implement one of the four turnaround models.

- MDE will issue an RFP and generate a list of approved vendors (including ISDs/RESAs) to work with schools implementing all models other than closure. These vendors will be available to work with all schools in the bottom 5 percent.
- Districts with Title I and Title-I-eligible schools are eligible to submit a turnaround grant application (using SIG monies). The application will specify the model, vendor, and plan.
- Districts with non-Title-I-eligible schools are eligible to submit a turnaround grant application (using Race to the Top monies). The application will specify the model, vendor, and plan.
- Districts with identified schools that decline to submit an application will be subject to State takeover and selection of the intervention. Recently passed state legislation places identified schools under the management of a state school reform/redesign officer (SSRRO). The legislation gives districts with the lowest-achieving schools 90 days to submit a

plan to the SSRRO, who then approves, disapproves, or changes the plan. Refusal to submit a plan will be considered as a disapproved plan, and the school will be placed in the State Reform District under direct state control.

Additional supports from the state include a comprehensive needs assessment, mandatory vendor training that specifies performance expectations and familiarizes vendors with state legislation and regulation, and the development of a turnaround academy to help prospective school leaders learn to manage the turnaround process.

Needs Assessment

All schools will be required to complete a comprehensive needs assessment and planning process at the start of the intervention. Currently, all schools identified for improvement, corrective action, or restructuring—referred to as high-priority schools in Michigan—are required to do a comprehensive needs assessment using the School Improvement Framework portal (<http://www.advanc-ed.org/mde/>). High-priority schools have been offered training on how to use student data more effectively to target improvement efforts. Training on the use of student data will be mandatory for identified lowest performing schools. As the elements of the longitudinal student data system, the Regional Data Initiatives, and model formative assessments are developed, the State will develop and deploy assessment literacy training and mandate it for struggling schools. For the lowest-achieving schools, a facilitated improvement planning process will be used with an external facilitator to help the district and the school(s) examine the needs assessment, examine student data, and develop a three-year plan with measurable improvement goals. The external facilitator will hold the school accountable for meeting the goals on a weekly, quarterly, and annual basis. External facilitators will be drawn from the State’s cadre of school improvement facilitators and leadership coaches or provided by the turnaround partners selected by the LEA. Given the urgency of turning around these schools, we anticipate conducting initial needs assessments in the late spring/summer of 2010—as soon as SIG and Race to the Top funds are available—so that critical turnaround activities can commence in the fall of 2010.

MDE Vendor Selection Process and Training

Although many LEAs have used external coaches, not many have used external vendors to facilitate the turnaround process.

One exception is the Detroit Public School (DPS) District. Under the direction of Emergency Financial Manager Robert Bobb, DPS has engaged the services of five vendors to provide support for high school redesign in 17 high schools. The vendors engaged in this effort are New York-based Edison Learning; Cincinnati-based EdWorks; New York-based Institute for Student Achievement; Bellevue, Washington-based Model Secondary Schools Project; and ICLE, the International Center for Leadership in Education. DPS has used a rigorous selection process that will provide a model for other LEAs in the state.

Many LEAs have turned to their Intermediate School District or Regional Educational Service Agency (ISD/RESA) for assistance and support for school improvement. MDE has engaged the ISD/RESA organizations to expand the State's capacity to intervene in low-performing schools. ISD/RESAs have engaged with LEAs as part of the process mentor teams and with direct provision of professional development and coaching to support schools in making needed improvements. MDE engaged in a research project in 2008–09 that noted, "Title I high-priority schools were more than twice as likely to make AYP last year (2007–08) compared to non-Title I high-priority schools, also had much larger concentrations of poverty and minority students than did their non-Title I counterparts. Even though increased student diversity and poverty can increase the number of AYP targets and increase the number of factors hampering adequate yearly progress for particular subgroups, Title I schools still made AYP at a higher rate. In short, those schools that demographically fit the stereotypical vision of a 'failing school'—large numbers of students living in poverty and large numbers of minority students—are actually much more likely to make AYP than those who do not fit those demographics. While providing counterevidence to these notions, this also shows the impact of the Statewide System of Support on Title I schools. While a more detailed analysis is needed to definitively show the SSOS is the only reason for the success of Title I schools, it is a major contributing factor." A more detailed research study is going on now to gather evidence of effectiveness of the current system and the partnership with ISD/RESAs.

To assist schools in the selection of turnaround vendors, Michigan will issue an RFP in the late spring 2010 inviting ISD/RESAs and others to describe their demonstrated success turning around low-performing schools. Vendors will demonstrate their ability to work with LEAs, schools, and the state education agency. Experience managing both academic and financial

turnaround will be required for vendors who will become lead partners in the turnaround process. The designation of a lead role includes direct responsibility for the turnaround process for one or more schools in an LEA. A supporting partner for the turnaround school indicates that the vendor may be responsible for coaching, professional development, mentoring, or other instructional supports in the low-performing school as specified in the school improvement plan. MDE will make lists of vendors available to LEAs on the website.

All vendors, including ISD/RESAs, will be required to participate in a state-run training program that specifies performance expectations and familiarizes vendors with state legislation and regulation. Vendors will be evaluated regularly, and those that are not getting results will be removed from the authorized list.

District RFP Process

MDE will issue an RFP for local districts as soon as the federal SIG application is approved. Regardless of whether funding is SIG or Race to the Top, the application will be the same. Districts will be required to:

- Identify the school (s) for which they are applying.
- Identify and defend the model they are selecting.
- Indicate which ISD/RESA or other approved vendor they will work with to complete the turnaround.
- Submit an implementation plan.
- Submit a budget that is adequate for the chosen turnaround model.
- Agree to MDE-determined benchmarks and success measures.
- Agree to participate in State turnaround training and network.

In addition, School Improvement Grants or Race to the Top Turnaround Grants will include:

- Incentives to retain effective and highly effective teachers and principals in schools, such as teacher leader opportunities, or turnaround teacher training
- Agreement with the teachers union to allow building autonomy for staff selection in lieu of selection by seniority

- Building-level decision-making authority for expenditures and professional development
- Annual performance evaluation of staff and principal that includes student academic-growth measures as one significant factor
- For secondary schools, the use of Explore, Plan, and ACT assessments to provide a measure for growth until the statewide assessment system is developed for robust academic-growth measures
- Increased learning time for students, such as summer learning camp, afterschool college prep, year-round school, and flexible scheduling
- Job-embedded professional development for teachers and principals, such as instructional coaching in the classroom
- Stipulation that schools be encouraged to personalize student learning and to interject the “relationship” and “relevance” R’s into their schools through methods such as individualized education plans for all students; project-based or research-based learning, service learning, or proficiency-based achievement; and intensive career preparation.

Turnaround Training for Districts

One of the major concerns with the four options for school turnaround is that all but closure require the replacement of the school principal. Michigan is committed to developing a pipeline of qualified principals and supporting new principals in turnaround efforts. As such, in addition to the Principals Fellowship, Michigan will issue an RFP for the development of a Turnaround Academy to provide focused training for managing the turnaround process. A formal professional learning network will be developed for the schools utilizing each of the turnaround options to help school leaders share promising practices, and to provide feedback to the MDE about the turnaround process. MDE will work with education partners to ensure that training is also available to school superintendents and school boards (see Section D(5), for more details on professional development).

Other Infrastructure Requirements

New state legislation will require the appointment of a State School Reform/Redesign Officer (SSRO) who will have supervisory authority over the lowest performing schools. The SSRRO reports directly to the SPI and will coordinate with offices

within MDE to ensure smooth implementation and complete monitoring and reporting on turnaround schools. New responsibilities for MDE include:

- Monitoring vendor selection and performance
- More closely monitoring turnaround school efforts
- Working collaboratively with districts, schools, and vendors to ensure schools are on sustainable paths for improvement

In addition, in order to prepare for this program, action planning for the MDE prior to issuing or awarding School Improvement Grants must include the development of leading indicators of school performance, expectations for annual goals for turnaround schools, publication of methodology for identifying the lowest-achieving schools and the list of schools, consequences for not meeting performance goals, consequences for schools that fail to improve, and recognition for schools that achieve turnaround. The additional work and coordination with other offices within MDE will require six additional staff members. Two of those staff members will be funded through Race to the Top funds, and the remaining four will be funded with Title I School Improvement. Michigan plans to partner with ISD/RESAs to increase and focus the work of a cadre of school improvement facilitators/monitors who will assist MDE with oversight of the turnaround grant recipients (both School Improvement and Race to the Top).

Detroit Public Schools (DPS), the recipient of the largest School Improvement Grant, has already begun a partnership with Wayne County RESA for professional development, coaching, mentoring, and data collection. Wayne County RESA is working to ensure that the reforms being put in place will be sustainable after the emergency financial manager completes his work. DPS has undergone frequent turnover in the superintendency and was placed into high risk-status by the State because of numerous problems with federal formula fund programs. MDE is working closely with the district, the RESA, and the U.S. Department of Education to provide a coordinated effort at school and district turnaround.

For Tier 3 schools, those not in the lowest 5 percent, the existing SSOS will continue to serve the academic improvement

needs of the schools and will determine those needs using a more diagnostic comprehensive needs-assessment process. The SSOS is under revision now to identify the modifications needed to make the system more diagnostic, responsive, and transparent.

Evidence for (E)(2)

This section presents a brief history (2005–2008) of support to schools identified for improvement, corrective action, or restructuring. In Michigan, these are called high-priority schools if they have been identified because of lack of academic progress.

In school year 2005–06, identified schools used section 1003 funds to obtain services and supports to respond in various ways, as follows:

- Leadership coaches—These people were trained in a coaches institute designed specifically for this purpose and supported with state-level Title II, Part A funds.
- A regional support system—Regional assistance grants were awarded to ISDs and LEAs with a portion of Michigan’s 1003 a School Improvement funds. This support system provided direct technical assistance from school improvement specialists who were responsible for ensuring that all schools received appropriate, coordinated assistance from the various providers available to the schools.
- A diagnostic on-site review process with selected schools identified for corrective action—This process was designed to help district and school staff do an in-depth analysis of current programs and practices in a school, and to target appropriate areas for corrective action.
- A Critical Schools Audit—This focused on educational and organizational practices that were based on the research areas included in the Michigan School Improvement Framework. The audit process allowed MDE to deliver interventions based on the unique needs of each school. Further, identified schools were required to implement one of the recommended actions from the Critical Schools Audit when applying for the building-level school improvement funding.

A significant portion of the Title I set-aside funds were used to provide technical and regional assistance grants to support the highest needs schools in determining the reason for these schools' persistent lack of AYP and in addressing them.

In 2006–07, support efforts were redefined to include a four-strand approach to assisting schools in each level of identification, as follows:

- The first strand identified was the strategic planning initiative. MDE worked with ISDs to define components of a comprehensive needs assessment generated from basic elements of school-level data. The Comprehensive Needs Assessment (CAN) data in turn became the baseline for improvement planning.
- The second strand identified was based on the Michigan School Improvement Framework. The system allows for a school improvement team to conduct a self-assessment and analyze the comprehensive needs assessment data to drive school improvement plan development and revision.
- The third strand focused on the dissemination of 1000 MI-Map Toolkit for School Reform. This effort included technical support for implementing the tools.
- The fourth strand revolved around regional assistance developed in partnership with the ISD/RESAs. Schools received instructional coaches and participated in various aspects of the school audit process. Michigan State University and other partners took the lead in the development of a curriculum for a Principals Academy. In the summer of 2006, administrators from schools identified for improvement participated in the Principals Academy for instructional leadership.

In 2007–08, MDE launched a broad initiative focused on Title I high-priority schools, that is, schools identified for reasons of proficiency. The system as a whole is described as the Statewide System of Support (SSOS) for Title I schools and contains the following components:

- The process begins with personalized visits by a Process Mentor Team that helps the staff review its school

improvement plan, set short-term instructional goals, and help keep the spotlight on student achievement. If a school continues to progress through the stages of identification, the focus intensifies. Program auditors visit the school, reviewing the progress of the school in relation to the School Improvement Framework benchmarks.

- ISD/RESAs with high priority Title I schools within their service areas were awarded funds to provide direct services to LEAs. Support to locals is based on need, including attention to the content areas, data, and working with special populations.
- All high-priority schools were assigned a mentor team to assist with implementing the school improvement plan. Mentors assisted a school in choosing and implementing best practices to address the reasons for identification.
- High-priority schools identified for corrective action or restructuring received a leadership coach to assist the building leadership team in dealing with building issues that impede the implementation of the school improvement plan. These schools also were required to have the principal, coach, and other school leadership attend an academy that focused on aligning resources and systems in the building to better implement the school improvement plan.
- In recognition of the need to use data, the SSOS expanded the use of Data for Student Success, an initiative aimed at giving schools a common tool for using and analyzing data.

Michigan has not used the four turnaround models defined in the Race to the Top application, but a state statute has allowed for closure and reform for many years. Newly passed legislation puts the four reform models in place for the 2010–11 school year, and the School Improvement Grant funds will support implementation.

A number of school districts in Michigan have engaged in reform with varying degrees of success, but two districts have undergone dramatic changes in response to low student achievement, loss of students, and loss of funding. The School District of the City of Pontiac has closed eight schools in an effort to concentrate staff and resources to provide a focused effort to increase student achievement and to resize the district to match the current student population. Pontiac has lost many jobs during the economic recession.

Detroit Public Schools (DPS) has closed 27 schools and has engaged reform partners for 17 of its high schools. DPS is now working to engage reform partners for 13 of the elementary schools. MDE will work with DPS to support its reform efforts and align the district with the school turnaround process in the School Improvement and Race to the Top grant applications.

Evidence

Approach Used	No. of Schools Since SY2004–05	Results and Lessons Learned
Replacing staff or principal	73	See note below.
Other major restructuring or governance	112	See note below.
Outside expert	82	See note below.
Extension of school year/day	1	See note below.
New curriculum	23	See note below.

Note: Over the past four years, 282 schools, out of 596, have come off the list of schools identified for improvement, corrective action, or restructuring. Data collection has not been strong enough to show a direct correlation between methods of improvement and a school’s ability to make adequate yearly progress or dramatic improvements in student achievement. Results do indicate that schools receiving extra support and assistance seem to improve. One lesson learned is that Michigan’s children are not improving fast enough to ensure that all students are college and career ready upon graduation. Michigan’s statewide system of support is undergoing a rigorous evaluation to determine which support elements produce the greatest improvements in student achievement. Improved data systems also will help in this effort.

Performance Measures	Actual Data: Baseline (Current year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
The number of schools for which one of the four school intervention models (described in Appendix C) will be initiated each year.	30	70	70	40	40

As the cohort of lowest 5 percent moves through the turnaround process, the original schools will still be working through their reforms and may remain on the 5 percent list, so fewer schools will initiate in the later years.

(F) General (55 total points)

State Reform Conditions Criteria

(F)(1) Making education funding a priority (10 points)

The extent to which—

- (i) The percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2009 was greater than or equal to the percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2008; and
- (ii) The State’s policies lead to equitable funding (a) between high-need LEAs (as defined in this notice) and other LEAs, and (b) within LEAs, between high-poverty schools (as defined in this notice) and other schools.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (F)(1)(i):

- Financial data to show whether and to what extent expenditures, as a percentage of the total revenues available to the State (as defined in this notice), increased, decreased, or remained the same.

Evidence for (F)(1)(ii):

- Any supporting evidence the State believes will be helpful to peer reviewers.

Recommended maximum response length: Three pages

(F)(1) Making education funding a priority

(i) Percentage of available revenues used to support education for FY2009 compared with the percentage for FY2008

	FY2008	FY2009
Level of state support for elementary, secondary and public higher education	\$13,534,559,765	\$13,000,204,587
Total revenues available to the state	\$30,439,826,239	\$27,573,314,658
Percentage of education spending to total revenues	44.47%	47.15%

Michigan continues to make education funding a priority at a time when the state is experiencing significant cuts. The State spent over 2.5 percent more on education in FY2009 than in FY2008. “Total revenues available to the State” was defined as state general purpose and state restricted revenues, as those terms are used in preparing the statutorily required annual report of state spending to local units of government required under Michigan Compiled Laws, MCL 18.1350e. This definition excludes federal and local revenues.

“Level of state support for elementary, secondary and public higher education” includes state-funded expenditures for the Michigan Department of Education (MDE); school aid, public colleges and universities, including capital outlay; and student financial aid.

(ii)(a) Extent to which State’s policies lead to equitable funding between high-need LEAs and other LEAs.

Primary Operations Funding Formula

The state funding policy ensures that high-need LEAs receive equitable funding because there are specific accommodations made for LEAs with low property taxable values. First, all LEAs are paid a per-pupil foundation allowance for general operations. Then, the State’s share of the foundation allowance is paid after subtracting the local revenue per pupil an LEA generates from millages levied against its property-taxable values. For two LEAs with the same foundation allowance, the LEA with the lower taxable values per pupil will receive a larger state per-pupil payment. This state/local mix is different for every district and changes for each district from year to year, depending on the local adjusted nonhomestead property taxable value. Because public school academies (charters) are not authorized to levy millages, the state pays all of their foundation allowance. The total amount of revenue an LEA or public school academy receives is derived from multiplying the number of pupils an LEA or public school academy educates by its foundation allowance. In fiscal year 2009, \$9.2 billion was paid out for general operations using this formula.

At-Risk Categorical Funding

At-risk is the second largest category of funds paid out to LEAs (after special education) at \$310.5 million. It is paid out to LEAs and public school academies based on the number of pupils in the LEA or public school academy who meet the federal income eligibility criteria for free breakfast, lunch, or milk. These are considered “high-need” LEAs. In general, the funding is to be used to provide instructional and direct noninstructional services for high-need or at-risk students. An at-risk pupil is defined as a pupil who has at least two risk factors, some of which are the following: tests below grade level in English language and communication skills, mathematics, or science; eligible for federal free or reduced-price lunch; and family history of school failure, incarceration, or substance abuse.

Early Childhood Preschool Services

In fiscal year 2009, the state spent \$88.1 million on school readiness programs operated by LEAs and public school academies. The funds are distributed on a formula basis that targets the funds to high-need districts and children who are determined to be at risk of educational failure. Under the formula, LEAs and public school academies are ranked in descending poverty order (highest percentage of poverty to lowest), based on the number of pupils in Grades 1–5 who meet income eligibility for free and reduced-price lunches. The funding is distributed to districts and public school academies in this order on a per-child basis until the funds are fully disbursed. More than 50 percent of the children participating in a program must live in a family with a household income equal to or less than 300 percent of the federal poverty level.

(ii)(b) Extent to which State’s policies lead to equitable funding within LEAs, between high-poverty schools, and other schools

The State requires that any Title I school receive equitable state funding, the same as any non-Title I school within the LEA. The State does a very detailed comparability analysis within grade ranges; that is, all elementary schools must receive similar state funding, all middle schools must receive similar state funding, and all high schools must receive similar state funding, although the high schools may receive more funding than the elementary and middle schools. The State also requires that the LEA allocate Title I funds to schools within a grade range in proportion to the school poverty rates, with higher poverty schools getting more Title I funds.

In addition, all LEAs within the state are covered by labor agreements. In general, these labor agreements establish professional compensation plans that require equitable compensation at grade spans (elementary, middle, and high schools) regardless of which school is assigned; for example, all elementary school teachers are paid in accordance with a single compensation schedule. Labor costs make up 80 percent of educational costs; therefore, this guarantees a high degree of equity within districts across schools.

(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools (40 points)

The extent to which—

- (i) The State has a charter school law that does not prohibit or effectively inhibit increasing the number of high-performing charter schools (as defined in this notice) in the State, measured (as set forth in Appendix B) by the percentage of total schools in the State that are allowed to be charter schools or otherwise restrict student enrollment in charter schools;
- (ii) The State has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools; in particular, whether authorizers require that student achievement (as defined in this notice) be one significant factor, among others, in authorization or renewal; encourage charter schools that serve student populations that are similar to local district student populations, especially relative to high-need students (as defined in this notice); and have closed or not renewed ineffective charter schools;
- (iii) The State’s charter schools receive (as set forth in Appendix B) equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues;
- (iv) The State provides charter schools with funding for facilities (for leasing facilities, purchasing facilities, or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports; and the extent to which the State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools; and
- (v) The State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (F)(2)(i):

- A description of the State’s applicable laws, statutes, regulations, or other relevant legal documents.

- The number of charter schools allowed under State law and the percentage this represents of the total number of schools in the State.
- The number and types of charter schools currently operating in the State.

Evidence for (F)(2)(ii):

- A description of the State’s approach to charter school accountability and authorization, and a description of the State’s applicable laws, statutes, regulations, or other relevant legal documents.
- For each of the last five years:
 - The number of charter school applications made in the State.
 - The number of charter school applications approved.
 - The number of charter school applications denied and reasons for the denials (academic, financial, low enrollment, other).
 - The number of charter schools closed (including charter schools that were not reauthorized to operate).

Evidence for (F)(2)(iii):

- A description of the State’s applicable statutes, regulations, or other relevant legal documents.
- A description of the State’s approach to charter school funding, the amount of funding passed through to charter schools per student, and how those amounts compare with traditional public school per-student funding allocations.

Evidence for (F)(2)(iv):

- A description of the State’s applicable statutes, regulations, or other relevant legal documents.
- A description of the statewide facilities supports provided to charter schools, if any.

Evidence for (F)(2)(v):

- A description of how the State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

Recommended maximum response length: Six pages

F(2)(i) Extent to which State law does not prohibit/inhibit increasing the number of high-performing charter schools

Michigan has a long history of support for charter schools with charter school legislation in place since 1995

(See Attachment F1 Legislation for MCL 380.501-380.507). The most popular avenue for charter schools has been with our university authorizers. Legislation was recently enacted to encourage more school districts and ISDs to authorize charter schools as well as reward successful charter operators by designating their high-achieving schools as “schools of excellence.”

There is no set number of charter schools allowed to operate in Michigan. Charter schools may be authorized by a public university, community college, K–12 local education agency, or an ISD (regional education service agency). Information on opening, closing, and status of charter schools is updated regularly throughout the year and can be found at www.michigan.gov/documents/mde/New_PSA_School_Openings_2007_193242_7.pdf. An up-to-date listing of all charter schools can be found at www.michigan.gov/mde/0,1607,7-140-6530_6559_6558-23300--,00.html.

For school year 2008–09, Michigan reported AYP data for 3,671 schools; 240 of those schools are public school academies (charter schools). Some 103,000 students, or 6 percent of the K–12 public school population, are enrolled in and attending charter schools that are clustered in the state’s urban areas.

In recently passed legislation (Public Act 205 of 2009), a new type of charter school was created—a School of Excellence (SOE). A charter school that meets the specified SOE standard in state statute may apply to become an SOE. If that school was authorized by a university, the university authorizer then has the exclusive right for 12 months to charter a new school. There is no limit to the number of SOEs that can be created. An additional 10 new charter schools may be proposed by any authorizer and approved by the SPI if they meet the SOE standards. Two of those new charters may be charter cyberschools.

F(2)(ii) Charter school authorizer regulations

Because of the legal and regulatory framework of Michigan charter school oversight, Michigan was recognized as having the third-best charter school law in the nation by the Center for Education Reform (CER) in 2008 and the seventh best by CER in 2009 (the year in which CER criteria changed). Recently passed legislation to amend Michigan’s charter schools law also strengthens existing law by codifying existing practices on the use of student achievement as a significant factor in making reauthorization

decisions, and as it relates to the closure of persistently low-achieving schools.

The table below shows the numbers of charter school applications received, approved, and denied by charter school authorizers in Michigan over the past four years. The primary reasons for denial were the limit on university charters and weaknesses in the applications. Charter school authorizers have experienced an increase in applications in the current year.

Charter Schools—Authorizer Actions

	Number of Applications	Number Approved	Number Denied
2008–09	57	5	52
2007–08	42	1	41
2006–07	2	2	0
2005–06	57	12	45

Authorizer monitoring of fiscal, legal, and academic results occurs on an ongoing basis through the use of regular site visits and reporting systems. The contract renewal process is a comprehensive performance review that begins approximately one year prior to contract expiration. Results of the review determine if a contract renewal is granted and also influence the term of the renewal, which typically ranges anywhere from one to seven years.

During the past four years, MDE has, through its Assurances and Verification program, conducted on-site visits and operational reviews of 16 Michigan authorizers. MDE’s findings show authorizers are active in their compliance-monitoring efforts and that they have, in many instances, developed a broad menu of tools and resources for supporting the academic and financial performance of the public school academies they oversee. In addition, the authorizer community has developed a common set of oversight and accountability standards. Adherence to these standards supports consistent authorizer attention to all minimal statutory functions and related development activities.

Over the past 15 years, 39 public school academies have been closed for not meeting performance requirements. The most common reasons for closure, based on data collected over the last 11 years, are related to financial management, governance, and academic performance.

Charter School Closure/Nonrenewal 1998–2009			
Authorizer Type	Reason for Closure	Number	
University	Financial and academic	1	
	Financial and management	5	
	Financial, management, and academic	1	
	Academic	4	
	Academic and facility	1	
	Enrollment	2	
	Management	2	
	Financial and enrollment	1	
	Public school district	Management	2
		Unknown	2
	Academic and management	1	
ISD/RESA	Unknown	1	
	Financial	1	
	Academic	2	
Total Closure/Nonrenewal		26	

Recently passed legislation, Public Act 205 of 2009, Sections 507(2) and 561(5), require the authorizing body to revoke the charter of a school at the end of the school year if the SPI notifies the authorizer that the school has been in the lowest performing 5 percent of public schools in the state. This applies to charter schools that have been operational for at least four years and, with limited exceptions, to charter schools that also are in Year 2 of restructuring. After the SPI has notified the authorizer, the authorizer

must revoke the school's charter at the end of that school year. This does not apply to an alternative school serving a special student population.

F(2)(iii) Equitable funding for charter schools

The state school aid appropriations act treats public school academies (charter schools) the same as LEAs for the purpose of receiving funding from sections allocating general operations and major categorical funding, such as special education, at-risk, and preschool (See Attachment F1 Legislation for MCL 388.1603, MCL 388.1631a, MCL 388.1651a, esp. of the State School Aid Act of 1979, generally MCL 388.1601 et al.).

As noted in F(1), LEAs and public school academies are paid a per-pupil foundation allowance for general operations, a mix of State and local per-pupil revenues. Because public school academies are not authorized to levy millages, the State pays all of their foundation allowance. The total amount of revenue an LEA or public school academy receives is derived from multiplying the number of pupils an LEA or public school academy educates by its foundation allowance.

Pursuant to current statutes, new public school academies are funded at the level of the combined state and local funding of the district in which they are located. Prior to fiscal year 2008, the per-pupil funding cap for public school academies was \$1,000 less than for traditional schools districts. In fiscal year 2008, this cap was removed and thus allowed public school academies to receive the same foundation allowance increases, up to the level of combined State and local funding as the districts in which they are located (See Attachment F1 Legislation for MCL 388.1620).

Although public school academies are not authorized to levy local millages, the primary operations funding formula compensates them with State dollars instead. Public school academies are authorized for federal funding based upon federal requirements.

F(2)(iv) Charter school facilities—funding and requirements

The State of Michigan does not provide direct funding for facilities to public school academies (charter schools) or to traditional public schools, nor does Michigan impose differential facility-related requirements. The Michigan Public Educational Facilities Authority (MPEFA) offers a long-term facilities financing option for public school academies. Under this program, the State serves as a facilitator of charter school debt by issuing bonds on their behalf. Bond payments are then intercepted from the public school academy’s state school aid payments, which offsets some of the risk for investors.

F(2)(v) LEA operation of innovative, autonomous public schools other than charter schools

Using a combination of Title II D funding and waiver authority granted to the SPI, Michigan has provided opportunities for the development of innovative schools. The SPI issued waivers to local school districts to allow a percentage of high school students to take all of their coursework online. Among the schools taking advantage of this “seat-time waiver” are three outstanding examples.

Westwood Community Schools—This district uses the Not School/My School model. The two programs at Westwood are year-round schools. They started with a student population of 480 last year and have now asked for permission to grow to 1,000. Their students are all previously unenrolled (dropouts) from the Wayne County area.

Not School is a constructivist online virtual learning community intended to support young people who are excluded from the formal education system or who have dropped out. It is designed as an alternative for young people when school and home tutoring haven’t worked. Not School has a partner program called My School that has a site-based attendance requirement. Both online programs are implemented in a project-based, online learning environment available 24 hours a day, seven days a week, year round. Assessment is also innovative. Student projects are assessed from a formative and summative standpoint by a team of educators. Credit toward graduation is earned by demonstrated proficiency in the High School Content Expectations.

The school district provides both the hardware (Apple Computers) and the Internet connections installed in the student’s

home. The Internet connection is paid for by the district to eliminate any chance of a disconnection preventing a student from “attending” school.

New Tech High Schools—New Technology High Schools are small schools, with no more than 400 students in Grades 9–12; have a nonselective admissions policy; and provide a full-day program, so students take their entire core curriculum through the New Technology school. The New Tech High School model includes an instructional program focused on project-based learning that empowers students to accept responsibility and take ownership of their own learning. The model engages students through the use of one-on-one computing and incorporates the learning of and assessment of 21st century skills, focusing on the science, technology, engineering, and mathematics (STEM) fields or on digital media arts. The model places a high value on integrating critical 21st century skills with traditional course content. Project-based learning is the primary instructional strategy. Through a relevant and rigorous, standards-based, one-to-one computer-student environment, students develop a wide range of skills including collaboration, critical thinking, and technology proficiency that better prepares them for success in postsecondary education and the modern workforce.

Six New Tech High Schools are in the planning stage this year and will open in the fall of 2010 in the following communities: Holland, Westwood, Pinckney, Ypsilanti, N.I.C.E. Community, and River Rouge.

Northwest Academy Charter School—Northwest offers high school students online courses away from the school site. This option attracted students from the Charlevoix area who had dropped out of school. Students are working from home on computers supplied by the school and are required to be on the school site for only a minimum of two hours a week to meet with their mentors. Courses are delivered by highly qualified teachers, and on-site highly qualified teachers are available five days a week for students needing additional face-to-face instruction. A mentor is assigned to each student and also visits the student’s home various times throughout the year, either to provide assistance when needed or to provide motivation for the student’s continued progress.

Newly passed legislation (Public Act 204 of 2009) also allows the SPI to approve two new cyberschool charter schools.

Sixty-five school districts have accepted the superintendent’s challenge to reimagine the P–12 education system. They are

partnering with MDE to find ways to innovate, provide proficiency-based achievement, and provide comprehensive early childhood education and other innovations. The reimagine districts are integral to Michigan’s Race to the Top efforts. A few examples follow.

Battle Creek Lakeview K–12:

- Includes a shift from the agrarian school calendar to one that is flexible, allowing opportunities such as an extended day at the elementary level, mandatory K–12 summer school for students who need further supports, summer online courses, and dual-enrollment courses during the summer.
- Uses instructional coaching in the K–12 environment.
- Provides intensive, job-embedded professional development for one year to teachers who are chosen to be coaches—while they continue teaching.
- Provides a “graduation coach” for at-risk students (“big brother” concept).
- Offers fifth block classes and summer school as options for keeping students on track to graduate on time.
- Offers AP classes to all students maintaining an “average” overall GPA.
- Implements a block schedule to provide 90 minutes of math and English language arts daily.

Armada Elementary:

New instructional format with flexible stages: three stages replace Grades 1–5 based on proficiency.

- Strong academic/social competence built, beginning in preschool.
- Project-based instruction adapted to student learning style.
- Creation of an elementary world language program, including a Mandarin Chinese immersion program for Stage 1 elementary students. This will be conducted through a partnership with Michigan State University. A high school Mandarin Chinese program has already been started at Armada High School in partnership with the Ministry of Education in Chongqing, China.

- Multidisciplinary curriculum with technology integration.
- Increased instructional time through before-school, after-school, evenings, and summer instructional components.
- Flexible base of two-year grouping and multiple-age grouping, based on stages of development with opportunity for individual acceleration based on proficiency and readiness.
- Stages viewed as a continuum of learning instead of separate levels.

University Prep Detroit:

Provide sufficient support time for students struggling with a rigorous college-prep curriculum:

- Requires after school tutoring for all students scoring less than a B in core content area.
- Creates additional language arts and math classes for students entering middle or high school below proficiency levels.
- Requires students ending the school year below proficiency to attend five-week “catch-up” camp over the summer.
- Requires students who do not turn in homework to attend “college prep” after school: one hour of supervised homework completion.

Grand Rapids Public Schools—Centers of Innovation high schools:

- Combine rigorous academic preparation with experiential career preparation and a high degree of flexibility in learning.
- Transform Central High School Campus into a diverse learning and research community that includes PK–12 academic programs in alignment with public-private partners (including KIPP, GREENDOT, etc. for schools of excellence).

(F)(3) Demonstrating other significant reform conditions (5 points)

The extent to which the State, in addition to information provided under other State Reform Conditions Criteria, has created, through law, regulation, or policy, other conditions favorable to education reform or innovation that have increased student achievement or graduation rates, narrowed achievement gaps, or resulted in other important outcomes.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (F)(3):

- A description of the State's other applicable key education laws, statutes, regulations, or relevant legal documents.

Recommended maximum response length: Two pages

(F)(3) Other significant reform conditions

Research has proven that when students are fit, healthy, and ready to learn, they achieve more success in all areas of their lives, including the classroom. MDE and the State Board of Education recognize the vital link between student health and learning. The State Board has a significant number of polices related to the health and safety of children in Michigan that outline Michigan's commitment to reduce related barriers to leaning in order to foster effective learning environments. In the area of promoting school readiness, Michigan has been a leader in early childhood endeavors for the last 15 years. In 1992, the state adopted the Early Childhood Standards of Quality for Prekindergarten through Second Grade and is now piloting a new Quality Rating and Improvement System. In 1999, the Ready to Succeed Partnership developed the Great Start System, which represents and serves nearly every community in the state through the Great Start Collaborative, Great Start Parent Coalition, Great Start Readiness Program, and the most recent addition of the Great Start Child Care Quality Project. In 2005, Governor Granholm launched the Early Childhood Investment Corporation (ECIC) to provide statewide public-private governance and local infrastructure. In 2009, the ECIC joined as a key partner to support Project Re-Imagine, which selected 14 communities to make bold and dramatic reform that includes a focus on early childhood.

In the area of student health and wellness, MDE, in collaboration with the Michigan Department of Community Health, provides base funding to over 80 school-based health MDE, in collaboration with the Michigan Department of Community Health, provides base funding to over 80 school-based health centers throughout Michigan. In 2008, these centers provided primary

physical and mental health services to over 37,000 of our neediest students. Evaluation has documented increased attendance rates and decreased classroom disruptions by students accessing center services. Furthermore, an evaluation of sites sponsored by the Ford Foundation (in Detroit) documented a 23 percent increase in Michigan Educational Assessment Program (MEAP) scores for students attending schools that have school-based health centers compared with students attending schools without such centers.

Coordinated School Health Programs

A coordinated school health program (CSHP) consists of eight separate but interconnected components. Many of these components exist in every school, but often they are not formally linked in a coordinated way. Schools by themselves cannot—and should not be expected to—solve the nation’s most serious health and social problems. Families, health care workers, the media, faith-based organizations, community organizations that serve youth, and young people themselves also must be systematically involved. CSHP is the comprehensive framework MDE works within to support school districts to address the health needs of students and staff, and to foster an effective school climate. MDE leverages numerous federal, state, and private resources (both financial and human) to support school districts in implementing CSHP.

In addition, Superintendent Flanagan’s School Breakfast Challenge, initiated in May 2008, challenged all Michigan districts to increase their school breakfast participation by 50 percent by May 2010. Preliminary data reveal that this initiative has increased the number of breakfasts served by approximately 12 percent (4.9 million) statewide compared with the previous school year. In order to encourage expanded breakfast participation by districts, MDE outlined ways to serve breakfast during instructional time. Research shows that students who eat breakfast score better on standardized tests and behave better in class. Data from the initiative are presented in the following table:

Total breakfasts served July 2008–June 2009	45,237,467
Total breakfasts served July 2007–June 2008	40,239,159
Difference from 2007–08 school year to 2008–09 school year	4,998,308
Percent increase in breakfasts served	12.4%

Other initiatives that demonstrate significant reform conditions for education in Michigan are discussed below.

Children’s Cabinet

Early in her administration, Governor Granholm established the Children’s Cabinet to oversee cross-agency policy related to children and their issues. She charged the heads of the Departments of Education; Human Services; Community Health; Labor, Energy, and Economic Growth; and Corrections to carry out this task. The directors meet at least quarterly but are scheduled bi-monthly and are, at the direction of the governor, chaired by the director of the Department of Human Resources. The overarching focus for this group is to provide direction for early childhood (i.e., ages 0–3 secondary prevention of child abuse and neglect). In addition, these same agency heads meet as the Interagency Directors Group on those policy areas that affect at least three of the five agencies. This group directs policies and activities related to children and their families. This work is critical to avoid duplication of resources and efforts across these five departments. The members also work diligently to blend funding across agencies to provide maximum program impact (e.g., mental health in schools, workforce development, and the Michigan Prisoner Re-entry Program, to name just a few). The impact of these key agencies meeting on a regular basis fosters reform and innovation at every level and permeates throughout State government. All 83 counties in Michigan have established a corresponding collaborative group.

Promise Zones

Pursuant to legislation passed in 2008, 10 Promise Zones have been established to expand opportunities for students to attend college through universal “place-based” scholarship programs modeled after the Kalamazoo Promise. Promise Zones are located in

communities that meet or exceed the State's average poverty level for families with children under age 18. The zones allow local communities to capture half the growth in State property tax revenues and use them to supplement the local funds dedicated to making a "Promise" tuition guarantee. The first zone is scheduled to make its first promise to the high school class of 2010.

Michigan College Access Network (MCAN)

In 2009, Governor Granholm launched MCAN to promote postsecondary education by supporting local college access programs, which help citizens learn about higher education options, get into college, and earn their degrees. As part of MCAN, Michigan will launch a one-stop website for students to plan, apply, and pay for college. It also will serve as a comprehensive tool for families, counselors, educators, and others who are helping Michigan students access information. Through the website, students will be able to find the right college, using side-by-side comparisons of Michigan universities and colleges; search for grant and scholarship opportunities; use career-planning tools; measure their progress toward meeting college entrance requirements; submit all college-related documents, including admissions applications, financial aid applications, and transcripts; use free ACT test preparation resources; and more.

In the early childhood arena, Michigan has invested in the creation of an innovative early childhood reform initiative known as Great Start. The purpose of Great Start is to assure a coordinated system of community resources and supports to assist all Michigan families in providing a great start for their children from birth through age five. The Great Start system envisions a single, interconnected and intertwined network of public and private services and supports working together in a community to accomplish better results for young children and families.

As with any system, there are both key programmatic components and also infrastructure elements that ensure coordination and sustainability. Today, thanks to leadership and support from the State's administration and legislature, every Michigan community is represented by a Great Start Collaborative and Great Start Parent Coalition, thus a statewide system of local infrastructure for the state's Great Start system is in place. A key programmatic element of this program is the Great Start Readiness Program, a state-funded early education program for children considered to be educationally disadvantaged.

Great Start Collaboratives (GSCs) serve as the local infrastructure for governance, planning, investment, advocacy, and innovation for the Great Start system. GSCs focus on assessing the needs of young children and families in their communities; identifying community assets for addressing those needs; planning for systemic change and implementation of efforts to address any gaps; and strengthening effective innovations while ameliorating conditions that impede young children from arriving at kindergarten ready to learn. GSC work is informed by the community leaders and partners at the collaborative table such as parents of young children, members of the faith and business communities, local philanthropic organizations, community leaders, educators, and leaders of the local public agencies providing the majority of early childhood services in the community.

Great Start Parent Coalitions are another integral piece to the local infrastructure afforded by the Great Start system. The membership of the Great Start Parent Coalitions is open to anyone serving in the parenting role for a child under the age of 12 years who is interested in helping to assure that all children enter kindergarten safe, healthy, and ready to succeed in school and in life. The purpose of the Great Start Parent Coalition is to serve as a referent and constituency group for parents on the Great Start Collaborative, giving them a means to better understand the desires and needs of parents in the community; assist in building public support and will for early childhood investment through advocacy and education activities at the local and state level; support and engage in the work of the Great Start Collaborative; strengthen the engagement of parents in the education of their children; and educate policymakers on the importance of investing in the first five years of life.

With an array of early childhood supports and services, including the Great Start School Readiness Program, and 55 Great Start Collaboratives and Parent Coalitions representing all 83 counties, Michigan is well on our way to implementing systemic changes and improvements that will lay the foundation for long-term educational success for all children.

Michigan's Great Start Readiness Program (GSRP), a state-funded early education program for children considered to be educationally disadvantaged, served nearly 25,000 four-year-old children in 2008-2009. The GSRP has been extensively evaluated by the High Scope Educational Research Foundation. Results come from data collected from a cohort of 596 children (338 GSRP graduates; 258 non-GSRP) from six districts followed from kindergarten through 8th grade and from a sample of 865

children (384 GSRP; 481 non-GSRP) assessed in preschool or kindergarten. The data provide evidence of both short- and long-term impacts of GSRP attendance on student outcomes:

- GSRP graduates have had a significantly lower rate of grade retention than the non-GSRP students.
- At kindergarten entry, GSRP attendance produced statistically significant positive effects on early mathematics and print awareness scores.
- Second grade teachers rated GSRP graduates higher on being ready to learn, retaining learning, maintaining good attendance, and having an interest in school.
- A higher percentage of fourth grade GSRP students passed the MEAP as compared to non-GSRP students (55.1 percent versus 47.4 percent for mathematics and 44 percent versus 35.35 percent for reading).
- GSRP boys were less likely to be retained in grade and took more 7th grade mathematics courses than non-GSRP boys.
- GSRP children of color were less likely to be retained than their peers who did not attend GSRP and took more mathematics courses in 8th grade.

In 2009, the Michigan State Board of Education adopted revised program eligibility criteria and enrollment guidelines resulting in greater prioritization of the most vulnerable children for participation in the Great Start Readiness Program.

V. COMPETITION PRIORITIES

Priority 1: Absolute Priority -- Comprehensive Approach to Education Reform

To meet this priority, the State's application must comprehensively and coherently address all of the four education reform areas specified in the ARRA as well as the State Success Factors Criteria in order to demonstrate that the State and its participating LEAs are taking a systemic approach to education reform. The State must demonstrate in its application sufficient LEA participation and commitment to successfully implement and achieve the goals in its plans; and it must describe how the State, in collaboration with its participating LEAs, will use Race to the Top and other funds to increase student achievement, decrease the achievement gaps across student subgroups, and increase the rates at which students graduate from high school prepared for college and careers.

The absolute priority cuts across the entire application and should not be addressed separately. It is assessed, after the proposal has been fully reviewed and evaluated, to ensure that the application has met the priority.

Priority 2: Competitive Preference Priority -- Emphasis on Science, Technology, Engineering, and Mathematics (STEM). (15 points, all or nothing)

To meet this priority, the State's application must have a high-quality plan to address the need to (i) offer a rigorous course of study in mathematics, the sciences, technology, and engineering; (ii) cooperate with industry experts, museums, universities, research centers, or other STEM-capable community partners to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students; and (iii) prepare more students for advanced study and careers in the sciences, technology, engineering, and mathematics, including by addressing the needs of underrepresented groups and of women and girls in the areas of science, technology, engineering, and mathematics.

The competitive preference priority will be evaluated in the context of the State's entire application. Therefore, a State that is responding to this priority should address it throughout the application, as appropriate, and provide a summary of its approach to addressing the priority in the text box below. The reviewers will assess the priority as part of their review of a State's application and determine whether it has been met.

Recommended maximum response length, if any: One page

(i) Offering rigorous course of study in STEM

Michigan has been a leader in raising expectations for student performance in the sciences, technology, engineering, and mathematics (STEM). In 2006, the State enacted the Michigan Merit Curriculum, which requires all high school students to take three years of

science, including either chemistry or physics, and four years of mathematics, including geometry and Algebra 1 and 2. With the adoption of the Common Core Standards, the State will continue this work.

Since 1988, Michigan has invested in a Mathematics and Science Centers Network (MSCN) to support the improvement of STEM education for students and teachers. The 33 regional Math and Science Centers in the network stimulate and sustain K–12 student interest in STEM through leadership, curriculum support, professional development, and student services. The centers also serve as a resource clearinghouse for educational materials and information, and work to foster community involvement in STEM. As Michigan adopts and implements the Common Core Standards, MSCN will be used to roll out mathematics standards through the development of companion documents, the redesign of a formative assessment item bank, and the development of professional development sessions for math educators to increase buy-in and understanding of the new standards. MSCN served a similar purpose as the State moved to the Michigan Merit Curriculum; it can apply a comparable strategy after incorporating lessons learned to the implementation of the Common Core.

The State’s Career and Technical Education (CTE) program includes STEM as one of 16 career clusters approved by the State Board of Education. The STEM cluster includes programming focused on the State’s economic development in biotechnology, advanced manufacturing, alternative energy, and homeland security.

(ii) Cooperating with STEM-capable partners to help with integration of STEM content

Alternative routes to certification will enable the use of Michigan’s STEM-rich labor force to bring content expertise to math and science classrooms. Oakland University and Wayne State University already have begun implementing programs to prepare engineers for the classroom. Through the support of the Kellogg Foundation, the Woodrow Wilson Michigan Teaching Fellowship program will increase the quantity and strengthen the quality of Michigan teachers in STEM. The Woodrow Wilson Michigan Teaching Fellowship offers recent graduates and career changers in STEM a stipend of \$30,000 to complete a specially designed, cutting-edge master’s degree program at one of six Michigan universities, in exchange for a commitment to teach for three years in a high-need secondary urban or rural school. Not only will these efforts attract new talent to the teaching force, they will enable Michigan to address teacher shortage areas in

mathematics and science with teachers who have substantive content knowledge.

The State has capitalized on existing infrastructure to bring professional development programming to the existing teaching force through MSCN and Michigan Virtual University (MVU). Currently, MSCN provides professional development in science and mathematics for high school teachers across the state. In addition, the State has partnered with MVU in providing professional development on Algebra for All to prepare teachers for changes in the Michigan Merit Curriculum. Given the state's geographic diversity, the provision of online training increases the equal distribution of prepared teachers across schools in Michigan. Finally, the State uses the Survey of Enacted Curriculum to identify gaps in teaching practices and to target professional development to those areas.

Externally funded programs have added to the State's efforts to increase professional development in STEM and learning opportunities for students while leveraging opportunities for collaboration with universities and businesses. For example, Project Lead the Way (PLTW) connects universities and middle and high school teachers to engage students in a hands-on STEM curriculum that encourages the development of problem-solving skills, critical thinking, creative and innovative reasoning, and a love of learning. In the 2009–10 school year, PLTW is active in 70 schools in Michigan. Automation Alley operates a STEM portal for educators in Southeastern Michigan to support them with links to STEM resources that can be used in the classroom. The Engineering Society of Detroit has partnered with corporate funders to open the Lean Green Charter School currently serving students in Grades K–8, with plans to expand to high school. The IDEA Institute works with over 4,000 STEM teachers in Michigan to improve teacher education in STEM and break down barriers between STEM disciplines and teacher preparation.

(iii) Preparing more students—including underrepresented groups of females—for advanced study and careers in STEM

Programming through MSCN and CTE provides hands-on activities and competitions designed to attract underrepresented groups into STEM career paths. First Robotics, the Real World Design Challenge, You Be the Chemist, the Girls Math Science Conference, a mentoring program with the Girl Scouts, and weekly sessions with rural students are examples of student services provided through MSCN and CTE to increase STEM participation.

In addition, the State participates in efforts with external funders to provide STEM-rich activities to students. For example, currently, 4,800 students in 80 sites across Michigan participate in the Ford Partnership for Advanced Studies (Ford PAS). Ford PAS is an academically rigorous, interdisciplinary curriculum and program that provides students with content knowledge and skills necessary for future success—in such areas as business, economics, engineering, and technology—and helps students make decisions about future STEM education and careers.

While Michigan builds on current efforts to prepare students and teachers in STEM, the expansion of the State Longitudinal Data System (SLDS) will allow for an examination of the results of those efforts. Through the research collaborative, researchers can examine issues and track State progress in STEM participation and learning such as access to STEM coursework across schools, equity in student achievement in STEM across subgroups; and the movement of underrepresented populations into STEM in postsecondary.

Priority 3: Invitational Priority – Innovations for Improving Early Learning Outcomes
(not scored)

The Secretary is particularly interested in applications that include practices, strategies, or programs to improve educational outcomes for high-need students who are young children (prekindergarten through third grade) by enhancing the quality of preschool programs. Of particular interest are proposals that support practices that (i) improve school readiness (including social, emotional, and cognitive); and (ii) improve the transition between preschool and kindergarten.

The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length, if any: Two pages

Michigan has been a leader in early childhood endeavors for the last 15 years. In 1992, the state adopted the Early Childhood Standards of Quality for Prekindergarten through Second Grade and is now piloting a new Quality Rating and Improvement System. In 1999, the Ready to Succeed Partnership developed the Great Start System that represents and serves nearly every community in the state through the Great Start Collaborative, Great Start Parent Coalition, Great Start Readiness Program, and the most recent addition of the Great Start Child Care Quality

Project. In 2005, Governor Granholm launched the Early Childhood Investment Corporation (ECIC) to provide statewide public-private governance and local infrastructure. In 2009, the ECIC joined as a key partner to support Project Re-Imagine, which selected 14 communities to make bold and dramatic reform that includes a focus on early childhood.

A pioneer in adopting early learning standards for preschool children, Michigan has used its comprehensive learning and development standards for State-funded early childhood programs as the basis for a strong accountability system. *Early Childhood Standards of Quality for Prekindergarten through Second Grade*, adopted by the State Board of Education in 1992, were recently expanded and revised into two documents: *Early Childhood Standards of Quality for Infant and Toddler Programs (ECSQ-IT)* for children from birth to age 3 and *Early Childhood Standards of Quality for Prekindergarten (ECSQ-PK)* for children from age 3 to kindergarten. Each document describes comprehensive expectations for children's learning and development and for program characteristics that enable children to learn and develop in optimum ways. These characteristics have been incorporated in the statewide Quality Rating and Improvement System currently being piloted. The Early Learning Expectations for Three- and Four-Year-Old Children have been aligned to the State's Grade-Level Content Expectations for Kindergarten and will be realigned when Michigan adopts the Common Core Standards for Kindergarten. This systemic and intentional vertical alignment of learning expectations serves as the foundation for curriculum development and provides statewide leadership for local transition efforts.

In 1999, leaders in state and local government and advocacy groups organized the Ready to Succeed Partnership, a public-private group whose focus was "A Great Start for every child in Michigan: Safe, healthy, and eager to succeed in school and in life." The Great Start System was created to address five critical early childhood needs: pediatric and family health, social and emotional health, child care and early education, parenting leadership, and family support. By focusing attention and efforts on these Great Start components, Michigan's early childhood community worked on system change to ensure improved outcomes for young children and their families.

The Great Start system envisions a single, interconnected and intertwined network of public and private services and supports working together in a community to accomplish better results for young children and families. As with any system, there are both key programmatic components and infrastructure elements that ensure coordination and sustainability. Today,

thanks to leadership and support from the state's administration and legislature, every Michigan community is represented by a Great Start Collaborative and Great Start Parent Coalition, thus a statewide system of local infrastructure for the State's Great Start system is in place. A key programmatic element of this program is the Great Start Readiness Program, a state-funded early education program for children considered to be educationally disadvantaged.

Great Start Collaboratives (GSCs) serve as the local infrastructure for governance, planning, investment, advocacy, and innovation for the Great Start system. GSCs focus on assessing the needs of young children and families in their communities; identifying community assets for addressing those needs; planning for systemic change and implementation of efforts to address any gaps; and strengthening effective innovations while ameliorating conditions that impede young children from arriving at kindergarten ready to learn. GSC work is informed by the community leaders and partners at the collaborative table such as parents of young children, members of the faith and business communities, local philanthropic organizations, community leaders, educators, and leaders of the local public agencies providing the majority of early childhood services in the community.

Great Start Parent Coalitions are another integral piece to the local infrastructure afforded by the Great Start system. The membership of the Great Start Parent Coalitions is open to anyone serving in the parenting role for a child under the age of 12 years who is interested in helping to assure that all children enter kindergarten safe, healthy, and ready to succeed in school and in life. The purpose of the Great Start Parent Coalition is to serve as a referent and constituency group for parents on the Great Start Collaborative, giving them a means to better understand the desires and needs of parents in the community; assist in building public support and will for early childhood investment through advocacy and education activities at the local and state level; support and engage in the work of the Great Start Collaborative; strengthen the engagement of parents in the education of their children; and educate policymakers on the importance of investing in the first five years of life.

Michigan's Great Start Readiness Program (GSRP), a state-funded early education program for children considered to be educationally disadvantaged, served nearly 25,000 four-year-old children in 2008-2009. The GSRP has been extensively evaluated by the High Scope Educational Research Foundation. Results come from data collected from a cohort of 596 children (338 GSRP graduates; 258 non-GSRP) from six districts followed from kindergarten

through 8th grade and from a sample of 865 children (384 GSRP; 481 non-GSRP) assessed in preschool or kindergarten. The data provide evidence of both short- and long-term impacts of GSRP attendance on student outcomes:

- GSRP graduates have had a significantly lower rate of grade retention than the non-GSRP students.
- At kindergarten entry, GSRP attendance produced statistically significant positive effects on early mathematics and print awareness scores.
- Second grade teachers rated GSRP graduates higher on being ready to learn, retaining learning, maintaining good attendance, and having an interest in school.
- A higher percentage of fourth grade GSRP students passed the MEAP as compared to non-GSRP students (55.1 percent versus 47.4 percent for mathematics and 44 percent versus 35.35 percent for reading).
- GSRP boys were less likely to be retained in grade and took more 7th grade mathematics courses than non-GSRP boys.
- GSRP children of color were less likely to be retained than their peers who did not attend GSRP and took more mathematics courses in 8th grade.

With an array of early childhood supports and services, including the Great Start School Readiness Program, and 55 Great Start Collaboratives and Parent Coalitions representing all 83 counties, Michigan is well on our way to implementing systemic changes and improvements that will lay the foundation for long-term educational success for all children.

In 2009, the Michigan State Board of Education adopted revised program eligibility criteria and enrollment guidelines resulting in greater prioritization of the most vulnerable children for participation in the Great Start Readiness.

In 2005, Governor Granholm launched the Early Childhood Investment Corporation (ECIC) to provide statewide public-private governance and local infrastructure. Through the ECIC, 55 Great Start Collaboratives (GSCs), covering every county in the state, have been established to build local infrastructure. To support these local efforts, ECIC has established a professional development system for caregivers, standards for quality improvement in child care programs, and a searchable database of licensed/registered early learning settings. In cooperation with their partners, GSCs are collaborating on recruitment, enrollment, and data collection. In

2009, ECIC launched the Great Start Child Care Quality Project to refocus state and local efforts to improve the early learning experiences of Michigan’s children, with a specific focus on the most vulnerable children. Regional resource centers across the state support those who care for young children and assist in coordinating early learning initiatives. Mental health consultation to preschool and child care programs ensures that children with social and emotional development problems are recognized and receive additional services. Public health services focus on developmental screening at well-child check-ups, pediatric medical home pilots, and connections to appropriate service referrals. All activities are focused on children’s readiness for school in all domains of development.

Michigan’s Great Start Readiness Program (GSRP), the State-funded, high-quality, mixed-delivery prekindergarten program, annually enrolls nearly 20 percent of all the State’s four-year-olds. To focus on the most vulnerable children, GSRP eligibility criteria and program enrollment guidelines were recently revised to ensure those children are the first to be served. In addition, each GSRP district and agency is required to implement strategies to ease children’s transition from preschool to kindergarten. GSRP is based on ECSQ-PK and has longitudinal data through evaluations conducted by the HighScope Educational Research Foundation. The data show that GSRP attendees are less likely than similarly at-risk children to be retained through Grade 8 and more likely to be on the path to school success.

Numerous nonprofit organizations and foundations have come together to support the work of ECIC. The Governor’s Cabinet includes a “foundation liaison” to ensure coordination of private efforts at the state level. The Kellogg Foundation has funded Michigan’s Children to organize and provide a collaborative technical assistance day for communities interested in applying for grant opportunities focused on the PK–3 continuum. ECIC, with Kellogg Foundation support, is a key partner in MDE’s Project Re-Imagine, which selected 14 communities to make bold and dramatic reform that includes a focus on early childhood.

In an effort to strengthen the bridge between Michigan’s Great Start and K–12 systems, a critical part of creating a successful educational pathway from birth to college for all Michigan children, the Early Childhood Investment Corporation (ECIC) and the Michigan Department of Education are collaborating to support the efforts of Project ReImagine sites in their efforts to ensure that all young children are ready for school and that schools are ready for all children. Through the financial assistance of the W. K. Kellogg Foundation, supports to all members of the

Project ReImagine learning community will include access to technical assistance, professional development, and other tools that strengthen the connection between early childhood and K–12 systems and promote greater school success for Michigan children.

In addition, ECIC/Kellogg Foundation funds will support seven to eight ReImagine sites in their Early Years (prenatal through age 8) initiatives that serve to address gaps and inconsistencies in community efforts supporting comprehensive development and learning of all children in preparation of, as well as after, kindergarten entrance; persistent disparities in school readiness and subsequent student achievement among student populations; and inequity in educational experiences and opportunities, especially in connection to race, social class, language, and gender.

Priority 4: Invitational Priority – Expansion and Adaptation of Statewide Longitudinal Data Systems *(not scored)*

The Secretary is particularly interested in applications in which the State plans to expand statewide longitudinal data systems to include or integrate data from special education programs, English language learner programs, early childhood programs, at-risk and dropout prevention programs, and school climate and culture programs, as well as information on student mobility, human resources (*i.e.*, information on teachers, principals, and other staff), school finance, student health, postsecondary education, and other relevant areas, with the purpose of connecting and coordinating all parts of the system to allow important questions related to policy, practice, or overall effectiveness to be asked, answered, and incorporated into effective continuous improvement practices.

The Secretary is also particularly interested in applications in which States propose working together to adapt one State’s statewide longitudinal data system so that it may be used, in whole or in part, by one or more other States, rather than having each State build or continue building such systems independently.

The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length, if any: Two pages

Priority 5: Invitational Priority -- P-20 Coordination, Vertical and Horizontal Alignment
(not scored)

The Secretary is particularly interested in applications in which the State plans to address how early childhood programs, K-12 schools, postsecondary institutions, workforce development organizations, and other State agencies and community partners (e.g., child welfare, juvenile justice, and criminal justice agencies) will coordinate to improve all parts of the education system and create a more seamless preschool-through-graduate school (P-20) route for students. Vertical alignment across P-20 is particularly critical at each point where a transition occurs (e.g., between early childhood and K-12, or between K-12 and postsecondary/careers) to ensure that students exiting one level are prepared for success, without remediation, in the next. Horizontal alignment, that is, coordination of services across schools, State agencies, and community partners, is also important in ensuring that high-need students (as defined in this notice) have access to the broad array of opportunities and services they need and that are beyond the capacity of a school itself to provide.

The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length, if any: Two pages

Priority 6: Invitational Priority -- School-Level Conditions for Reform, Innovation, and Learning (not scored)

The Secretary is particularly interested in applications in which the State's participating LEAs (as defined in this notice) seek to create the conditions for reform and innovation as well as the conditions for learning by providing schools with flexibility and autonomy in such areas as—

- (i) Selecting staff;
- (ii) Implementing new structures and formats for the school day or year that result in increased learning time (as defined in this notice);
- (iii) Controlling the school's budget;
- (iv) Awarding credit to students based on student performance instead of instructional time;
- (v) Providing comprehensive services to high-need students (as defined in this notice) (e.g., by mentors and other caring adults; through local partnerships with community-based organizations, nonprofit organizations, and other providers);
- (vi) Creating school climates and cultures that remove obstacles to, and actively support, student engagement and achievement; and
- (vii) Implementing strategies to effectively engage families and communities in supporting the academic success of their students.

*The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.
Recommended maximum response length, if any: Two pages*

**Budget Part I: Summary Budget Table
(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	\$5,214,634	\$5,133,711	\$5,133,711	\$5,133,711	\$20,615,768
2. Fringe Benefits	\$2,346,586	\$2,310,171	\$2,310,171	\$2,310,171	\$9,277,100
3. Travel	\$714,270	\$749,730	\$740,650	\$740,650	\$2,945,300
4. Equipment	\$65,000	\$22,000	\$22,000	\$22,000	\$131,000
5. Supplies	\$1,554,844	\$1,343,000	\$1,373,000	\$1,373,000	\$5,643,844
6. Contractual	\$82,750,695	\$16,494,195	\$17,004,195	\$12,174,195	\$128,423,279
7. Training Stipends	\$230,000	\$225,000	\$225,000	\$225,000	\$905,000
8. Other	\$4,194,215	\$1,927,205	\$1,940,205	\$1,988,205	\$10,049,830
9. Total Direct Costs (lines 1-8)	\$97,070,245	\$28,205,012	\$28,748,932	\$23,966,932	\$177,991,122
10. Indirect Costs	\$1,629,914	\$1,340,516	\$1,341,426	\$1,343,415	\$5,655,272
11. Funding for Involved LEAs	\$4,015,000	\$1,525,000	\$1,525,000	\$525,000	\$7,590,000
12. Supplemental Funding for Participating LEAs	\$33,845,250	\$13,685,250	\$12,685,250	\$11,685,250	\$71,901,000
13. Total Costs (lines 9-12)	\$136,560,409	\$44,755,779	\$44,300,609	\$37,520,598	\$263,137,394
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	\$136,560,409	\$44,755,779	\$44,300,609	\$37,520,598	\$263,137,394
15. Total Budget (lines 13-14)	\$273,120,817	\$89,511,557	\$88,601,217	\$75,041,195	\$526,274,787

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 I: Budget Summary Narrative

See Attachment G for the Budget Summary Narrative.

Budget Part II: Project-Level Budget Table

See Attachments G1.1–G1.11.

Budget: Indirect Cost Information

To request reimbursement for indirect costs, please answer the following questions:

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?

YES

NO

If yes to question 1, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):

From: 10 / 01 / 09

To: 09 / 30 / 10

Approving Federal agency: XED ___Other

(Please specify agency): ___