



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

GRETCHEN WHITMER
GOVERNOR

MICHAEL F. RICE, Ph.D.
STATE SUPERINTENDENT

MEMORANDUM

DATE: January 16, 2020

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

FROM: Venessa A. Keesler, Ph.D., Deputy Superintendent *V. Keesler*
Division of Educator, Student and School Supports

SUBJECT: Request for Feedback and Comments on Draft ESSA Amendments

The Michigan Department of Education (MDE) is writing to provide important information regarding Michigan's approved ESEA consolidated State plan under the federal Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA).

A year ago, the U.S. Department of Education (USED) reviewed Michigan's ESSA plan as part of its multistate performance monitoring process, a regulatory oversight of MDE's ESSA-related work. There were some minor findings from the federal review, which indicated Michigan was not in compliance with federal law, and which required Michigan to amend its practices. The findings were detailed in a formal performance correction plan. In response, Michigan has drafted amendments to its formal ESSA plan, as requested by USED. In addition, USED has requested that the draft amendments be available for public review, through a brief period of public comment. This is the announcement of the opening of that public comment.

Please be aware that the public comment is for the purpose of reflection upon those narrow areas required by the performance correction plan findings and is not a full review of the ESSA plan. At the same time, this announcement provides an opportunity for input in refining a plan that meets the requirements of the ESEA, while also representing the needs of districts, schools, and stakeholders, and addressing the educational needs of Michigan's children.

The performance correction plan requires one proposed change to Michigan's state plan, and some minor clarifications, all pertaining to Michigan's School Index System.

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The updates are highlighted in yellow at the following link:

https://www.michigan.gov/documents/mde/Proposed_Changes_to_Michigan_ESSA_State_Plan_Excerpts_for_Public_Comment_677087_7.pdf.

The clarifications are as follows:

USED Performance Correction Plan Finding:

MDE must specify how the postsecondary enrollment indicator is calculated, based on long term goals.

MDE's clarification:

Regarding the Postsecondary Enrollment sub-indicator, MDE proposes setting the long-term goal by finding the 75th percentile of the 2016-17 statewide average of students enrolling in a post-secondary option within 12 months of graduating high school. This equates to 74.1% of students enrolling in a post-secondary option within 12 months of high school graduation. The expectation is for students to have increased enrollment in post-secondary options, realized through attaining the long-term goal by 2024-25.

USED Performance Correction Plan Finding:

ESEA section 1111(c)(4)(C) requires a state to establish a system of annual meaningful differentiation that includes all schools in the state. MDE must include all schools in its system of annual meaningful differentiation, including when schools that do not have data available for the accountability indicators typically used. MDE must specify how it meets this requirement.

MDE's clarification:

The index system provides annual meaningful differentiation for all public schools. The School Quality/Student Success component includes a K-12 percent not chronically absent (students with on-track attendance) subcomponent, a K-8 student access to arts/physical education subcomponent, and a K-8 student access to librarians/media specialists subcomponent, all three of which help ensure that all schools, particularly K-2 schools, are included. In addition, the English Learner Progress component helps ensure that all schools are included, regardless of grade level.

The change to the ESSA plan is as follows:

USED Performance Correction Plan Finding:

ESEA section 1111(d)(2)(D) requires a state to notify an LEA of any schools served by the LEA identified for additional targeted support and improvement in which any subgroup of students, on its own, would lead

to identification for comprehensive support and improvement based on being among the lowest-performing five percent of Title I, Part A schools. MDE utilized this definition when identifying schools for targeted support and improvement, based on consistently underperforming subgroups. Instead, for additional targeted support, MDE included only schools for which three or more subgroups performed at the level of the lowest-performing five percent of Title I, Part A schools.

MDE's proposed change:

Regarding School Accountability Identification, any school which has one or more subgroups with School Index values in the bottom 25 percent within each applicable component will be identified as a Targeted Support and Improvement school. Michigan's methodology for identifying schools for additional targeted supports starts with the population of schools initially identified as Targeted Support and Improvement schools. Targeted Support and Improvement schools that have any student subgroup performing at the same level as the lowest performing 5 percent of schools are identified as Additional Targeted Support schools. Michigan first identified Additional Targeted Support schools using data from the 2017-18 school year. Schools identified for additional targeted supports in 2017-18 have five years to exit this status. Subsequent identifications of Additional Targeted Support schools will happen every six years, to align with Michigan's cycle of identifying Comprehensive Support and Improvement schools.

Feedback and comments on the proposed changes can be sent by February 3, 2020 to mde-essa@michigan.gov

If you have any questions or need any additional information, please contact:

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cc: Michigan Education Alliance