

ESSA Overview and Big Ideas



Vision for Making MI a Top 10 State in 10 Years



- When you talk to parents and/or the business community, and you ask them what they want—they all say:

In support of becoming a Top 10 state in 10 years, we want our students/employees to:

- Be curious
- Be problem solvers
- Be able to work independently and in teams
- Be able to communicate well
- Set and achieve goals
- Be critical thinkers

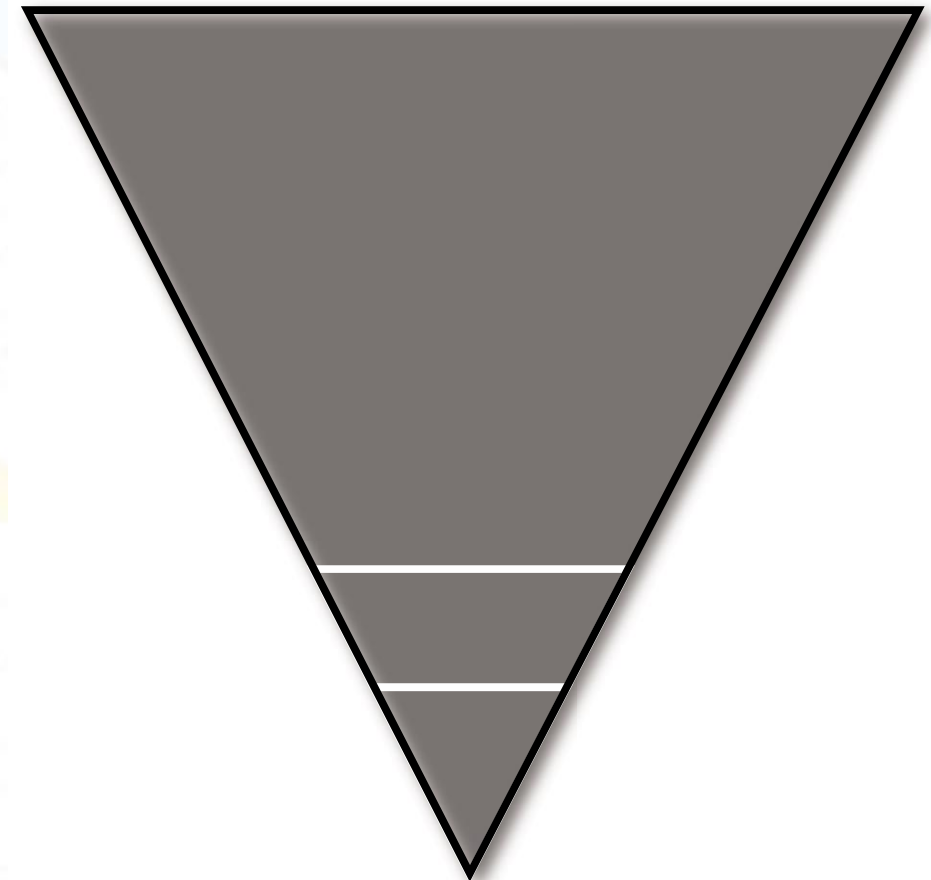
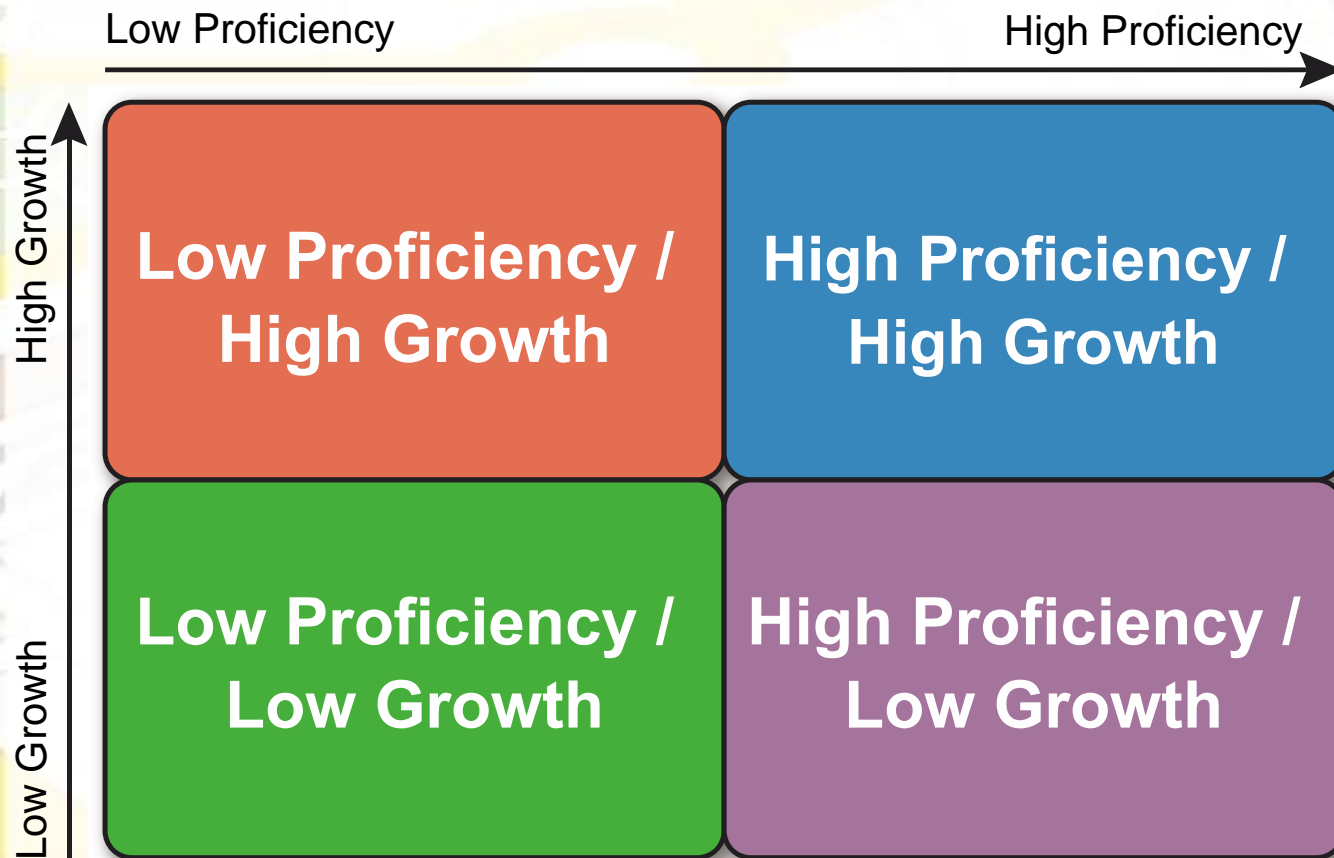
To do this, we need **CLASSROOMS** that create these types of learning opportunities; **EDUCATORS** who are prepared to support students in learning those skills; and **ASSESSMENTS** that measure whether or not those students are ready for success in those areas.

Guiding Principles for ESSA



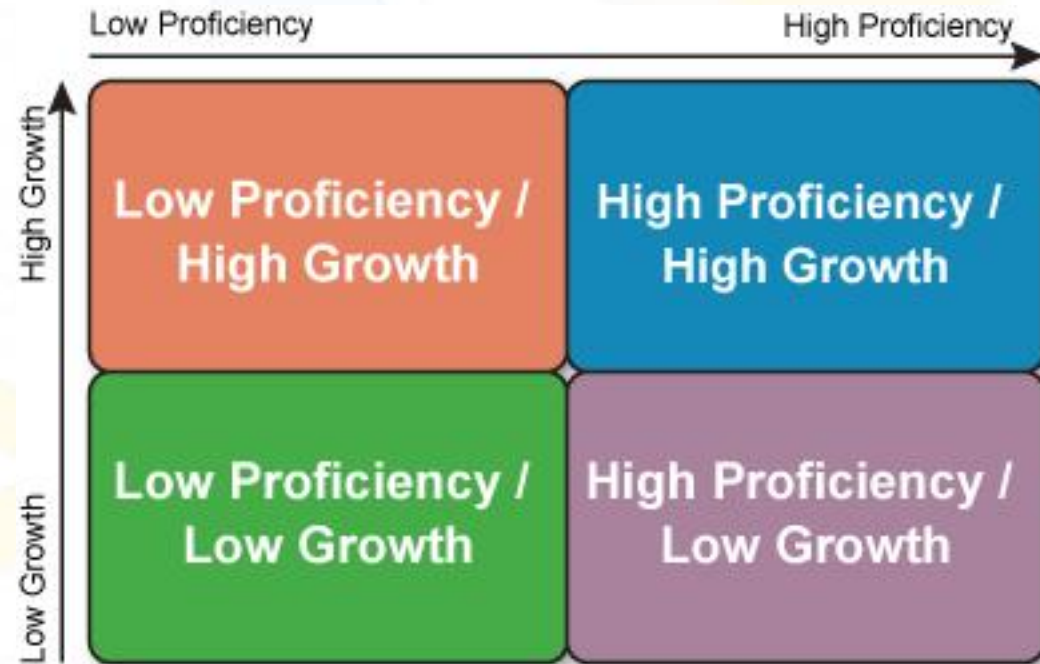
- At the core of our plan needs to be the child—their opportunity to learn, to access meaningful services to support their lives, and their ability to successfully transition into their lives after their P-12 experience.
- Assessment, accountability, systems of supports, professional learning, funding—all of these things are vehicles and mechanisms to help us achieve this goal, but are not the end goals themselves.
- This plan is a vehicle to enact the goals articulated in Michigan’s Top 10 in 10 plan.
- Our theory of action: With the learner at the center, we can leverage the supports and resources of not only the MDE but also a wider range of organizations to provide high-quality, targeted supports to those most in need, while also providing excellent core supports and assistance to all schools and districts. This will lead to increased child outcomes, measured not only by test scores but also by factors related to their safety, well-being, access to resources, and experience as a learner and a citizen.

Key Ideas: Driving Supports to Highest-Need Districts



Accountability: To Drive Intensive Supports

- Quadrant system
- A-F grading system
- Transparency reporting
- Additional indicator of quality



Accountability System: Big Ideas



- The information systems that we develop and the informational products that we provide should help to facilitate equal access to a quality education for all students.
- All schools should be held to the same high standards, and these standards must be fair, transparent, and consistently applied.
- The work of our teams should be above reproach, psychometrically sound, high-quality, and relentless toward improvement in process and content.
- We are a customer-focused team that shall provide high quality and timely customer service and support.
- We can help to drive improvement in student outcomes, educator effectiveness, and overall school effectiveness.

http://www.michigan.gov/documents/mde/Guiding_Principles_Of_Accountability_532263_7.pdf

Accountability System: Big Ideas



- Increased emphasis on growth
- Incentivize things that are important in the 10 in 10 (for example, progress toward a postsecondary credential while still in high school through CTE, AP/IB, dual enrollment, early middle college)
- Transparent and as simple as possible, yet fair
- Use to drive supports to the districts most in need
- Still grappling with:
 - How to deal with the impact of poverty
 - How to address subgroups

Poverty and Accountability: An Enduring Dilemma



- On one hand:
 - There is a link between socioeconomic status and achievement (in general) and specifically with proficiency/high scores on assessments.
 - A district with many high-SES students automatically gets a benefit in their test scores, regardless of their actions
- On the other hand:
 - The lower achievement levels of lower-SES students is real—and therefore their long-term life outcomes are diminished.
 - The job of public education is to provide equal access to opportunities for all students—so we need to KNOW where students are not achieving so we can help.

Possible Solutions

- 1) Include growth in accountability systems in greater percentages
 - Michigan is already doing this (this year, will be 50% achievement, 50% growth) and will increase this in the future with more benchmark assessment data
 - Schools should be able to get a student to grow in a year, even if they are not yet proficient
- 2) Account for poverty in the actual accountability system
 - One option: change the actual grade if the scores are higher “than expected” (challenge—this masks the reality of performance)
 - Another option: provide additional labels/indicators to show that a school performed better (or worse) than similar peers

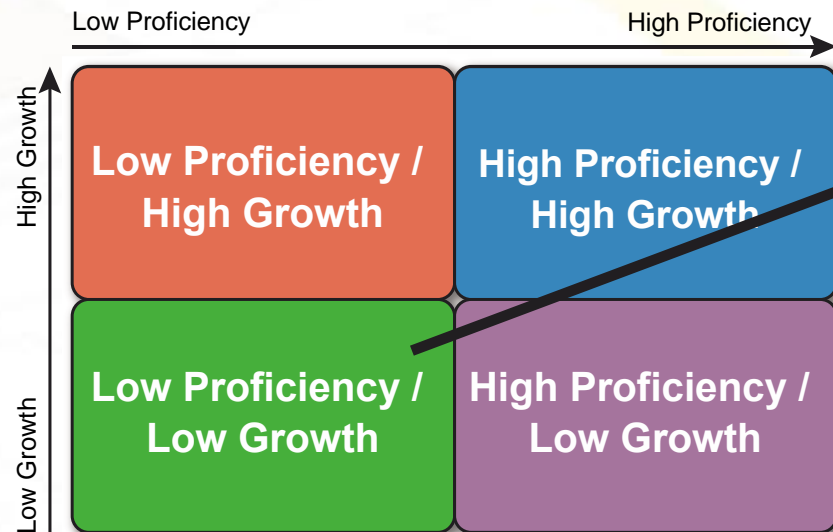
Most compelling solution: Change the way we support districts/schools



- Low achievement and/or low growth is still low achievement and low growth—but simply labeling that will not, in and of itself, bring about change
- Need to change the way we support districts that have these significant challenges and risk factors while still be honest about where performance is for all students

MDE's proposed solution? → The Partnership Model

Partnership Districts



Low Proficiency/
Low Growth

Partnership Model



- Individual plans for these partnership districts that focus on holistic supports
- MDE sits with the district, their school board, the ISD, the education organizations, community organizations, other state agencies and determines a full package of supports
- Package of supports includes:
 - Academic supports
 - Wraparound services (social/emotional; physical/mental health; food and nutrition)
 - Safety and climate/culture supports
 - Special funding considerations

Low Proficiency / High Growth	High Proficiency / High Growth
Low Proficiency / Low Growth	High Proficiency / Low Growth

Supporting All Districts



All districts receive policy roll-out and support around Top 10 in 10 initiatives

- Best practice, model policy, other supports as identified
- Clear guidance and supports

Supporting All Districts



Achievement Gaps

- Still need to maintain a focus on groups of students who are falling behind, who will get lost in the “average”
- African-American Males
- Low-income Students

Need appropriate identification but more importantly—need to use these as *lenses* throughout our goals

- Integrate into the core work; do not treat as disconnected “initiatives”



Low-performing subgroups



- ESSA requires targeted improvement and additional targeted support schools
 - Targeted improvement: schools in which any subgroup is consistently underperforming
 - Additional targeted support: schools where on any subgroup, on it's own, would lead to identification as one of the lowest performing schools
- Need input on possible methodologies
- Tension between methodological simplicity, a sense of “double jeopardy,” and the need to hold schools and districts accountable for all students.

Rigorous Standards, More Opportunities to Learn and Demonstrate



- Michigan has rigorous career and college ready standards, and those are a critical core component of becoming a 10 in 10 state.
- We must build on that solid foundation by:
 - Focusing our instructional model on deeper learning
 - Ensure that our assessments encourage and support deeper learning, and ask students to demonstrate a broader range of skills

ESSA provides us with opportunities to enhance our current assessment practices in support of these goals.

To Implement this Vision, We Need:



- Changes to the assessment system
 - Greater focus on growth; transition to benchmark assessments in certain grades
 - Grades 3-7: benchmark assessments, plus a writing component
 - Once in elementary and once in middle school: “summative” assessments and problem-solving/teamwork
 - Innovative assessment pilot to develop a problem-solving/teamwork assessment
 - College/career ready “on track” data through high school
 - Age-appropriate and developmentally appropriate assessment in 1-2
 - Supporting schools/districts in using best practices to understand kindergarten readiness

Assessment Vision: Broad Goals



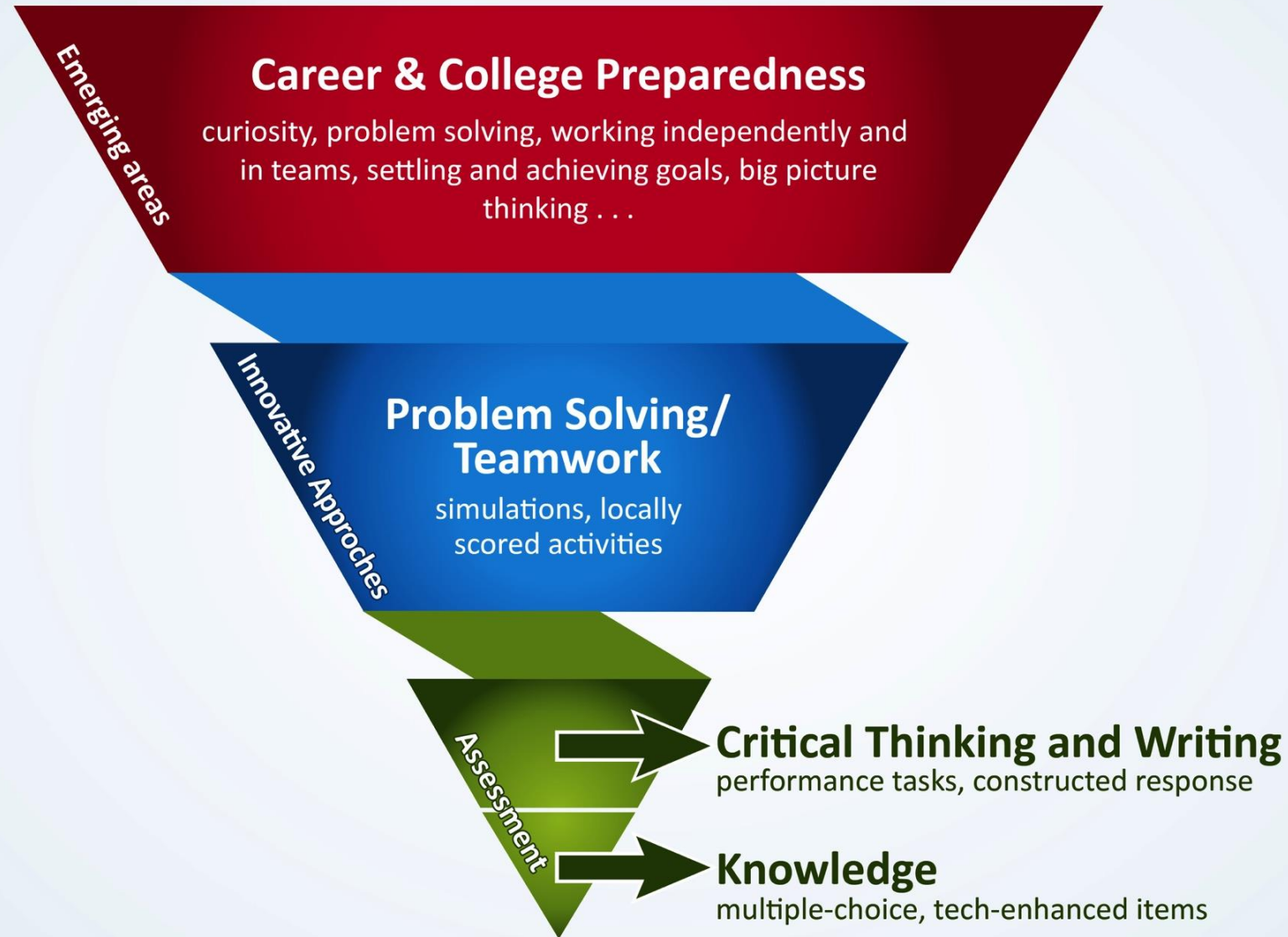
Provide timely, meaningful, useful ***INFORMATION*** for:

- **Teachers:** Put data in the hands of teachers, along with appropriate training and tools, so they can develop a game plan for meeting the needs of each child
- **Parents:** Provide parents with timely information on their student's proficiency with grade level expectations—can my student do what he/she needs to be doing in third grade? Why do they get good grades if they aren't proficient?
- **Students:** Help inform students about where they really are in terms of academic performance and help them set goals to achieve.
- **Taxpayers:** How are we truly performing as a state; hold schools accountable for growth AND proficiency

Key Components of the Assessment System



1. Multiple points of feedback throughout the year
2. Increased consistency of use of benchmark tools across the state
3. Less end-of-year summative assessment
4. Possible reduction in overall testing time (in schools that are already using a benchmark tool)
5. Growth measures in addition to proficiency measures
6. Support individual lesson plans for each student
7. Immediate feedback for educators
8. Writing and problem-solving to prepare students for success



Assessment SHOULD:

- Be an integrated part of instruction
- Represent a range of skills we want students to be able to demonstrate
- Take a variety of forms
- Happen organically throughout the day and year
- Provide meaningful information to teachers and leaders
- Be delivered in a manner that is engaging to students and requires critical thinking

Assessment SHOULD NOT:

- Be a once a year “event”
- Be defined as only the “state assessment”
- Be seen as a punitive measure as opposed to information

MDE's Assessment Vision



Grade	Test name/type	Subjects	Timing	Purpose
3	Benchmark	ELA, math	Fall, (optional Winter), Spring	Shorter-cycle feedback
4	Benchmark	ELA, math	Fall, (optional Winter), Spring	Shorter-cycle feedback
5	Innovative assessment (M-STEP like) w/team problem solving	ELA, math, science, social studies	Spring	Standards/proficiency measure, soft skills measure
6	Benchmark	ELA, math	Fall, (optional Winter), Spring	Shorter-cycle feedback
7	Benchmark	ELA, math	Fall, (optional Winter), Spring	Shorter-cycle feedback
8	Innovative assessment (M-STEP like) w/ team problem solving -OR- PSAT 8/9	ELA, math, science, social studies	Spring	Standards/proficiency measure, soft skills measure –OR-- On track for SAT/college and career readiness
9	PSAT 8/9	ELA, math	Spring	On track for SAT/college and career readiness
10	PSAT 10	ELA, math	Spring	On track for SAT/college and career readiness
11	Michigan Merit Exam (SAT, WK, “M-STEP” Sci/SS)	ELA, math, science, social studies	Spring	College and career readiness

Implementation Considerations



- Timeline and readiness of vendors; working through information from a recent Request for Information.
- Continue to innovate with our assessments, including problem solving, teamwork and critical thinking, and how to best integrate into the overall assessment SYSTEM.
- Federal regulations and timelines = unclear at best right now

To Implement the overall ESSA vision, We Need:



- Different approach to how we leverage our federal funding (and state funding)
 - Do not hand out funds by Title program without coordination
 - Pool all funds and distribute to support key goals of Top 10 in 10 (as articulated in ESSA)
 - New, innovative uses of “state activities” portions of the grants
 - Changes in federal funding streams

To address the whole child with ESSA, we need:



- Strategic vision about WHICH practices are evidence-based and key in us becoming a Top 10 in 10 state across ALL AREAS of the whole child
- A process so that districts can identify their needs
- Guidance and assistance in blending/braiding funding streams
- Trained staff to guide districts through these processes
- Reduced reporting burden through streamlined processes around grants, comprehensive needs assessments, and reporting

It's not a "one size fits all" approach—rather a matching of evidence-based 10 in 10 practices to district identified needs

To Implement overall ESSA Vision, we Need:



- A prepared and supported workforce to implement
 - ESSA does not REQUIRE educator evaluations
 - However, it does provide us with the opportunity to leverage new funds in support of professional learning
 - Connection to Michigan's Plan to Ensure Equitable Access

Questions?



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