



**National
Urban League**

State: Michigan

ESSA State Plan Equity Report Card

As part of our Equity & Excellence Project (EEP), the National Urban League has reviewed the Every Student Succeeds Act (ESSA) Consolidated State Plans for 36 states and the District of Columbia where we have Urban League affiliates. Under ESSA, the U.S. Department of Education tasked each state with developing a consolidated, streamlined set of requirements for states to address in their plans and submit for federal approval. All plans were approved as of September 2018. These plans provide a preliminary indicator of how states intend to implement the new law and represent a blueprint for state- and district-level decisions that will work to move each state from promise to practice during implementation.

During our analysis, we assessed how well states incorporated equity into their plans and developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 Equity Indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools.

These report cards do not constitute an assessment or analysis of a state's school system. Rather, they identify the extent to which states have included the 12 equity indicators in their ESSA plans. Each state's ranking was determined based on its weighted average performances across each of our 12 equity indicators. Extra weight was placed on those areas that the National Urban League believes are especially critical to advancing equity—subgroup performance, supports, and interventions for struggling schools and for resource equity.

We believe these Consolidated State Plans are a reflection of each state's priorities and represent a road map that will guide a state's investments in districts, schools and communities. We hope that the absence of information in a state's plan is not an indication of its commitment to these education equity priorities and we remain optimistic that states and districts will continue to adopt these 12 equity levers into their plans as they move into implementation.

For more information on our findings, please read our executive summary and full report on naturbanleague.org.



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Plan Approved: December 7, 2017; Link to full text can be found [here](#).

| Equity Indicators | NUL Score |
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| <p>1. Goals and Indicators</p> <ul style="list-style-type: none"> Michigan Department of Education’s (MDE) long-term goal is for 60 percent of all students and subgroups to be proficient in English/language arts and 48 percent proficient in math by 2024-25. MDEs chosen School Quality and Student Success (SQSS) indicators are: Chronic absenteeism and participation rate for all grades; access to fine arts, music, physical education, and library media specialist for elementary and middle schools; advanced course work and postsecondary enrollment within 12 months of graduation, for high schools. | <input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor |
| <p>2. Subgroup Performance</p> <ul style="list-style-type: none"> The MDE’s plan weighs the performance of all students and each student subgroup equally within each indicator and then combines indicators using a weighted average to generate an “overall index value” to identify schools for support. The MDEs n-size for accountability is 30 which risks masking the performance of subgroups. MDE should reduce its n-size to 10 which is in line with the National Center for Education Statistics’ (NCES) recommended value to protect student privacy and ensure all students count. | <input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor |
| <p>3. Supports & Interventions for Struggling Schools</p> <ul style="list-style-type: none"> The MDE’s definition used to identify schools for “targeted support and improvement” (TSI) is not meaningfully different from “additional targeted support and improvement” (ATSI) (except that schools are identified annually instead of once every 3 years). This definition will be unlikely to result in more students receiving support. | <input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor |
| <p>4. Resource Equity</p> <ul style="list-style-type: none"> The MDE includes a resource equity indicator in its accountability system: the School Quality and Student Success (SQSS) indicator measures access to and performance in advanced coursework including dual enrollment, early middle college, career and technical education, Advanced Placement (AP), and International Baccalaureate (IB) courses. The MDE describes how it will support all local education agencies (LEA) with identified schools to review resource allocations and has a dedicated financial team in place to provide training and technical assistance to LEAs that are in financial deficit status or have declining balances placing them at risk of entering deficit status. The financial team is focused on maintaining equitable resources across state and federal programs. The MDE will phase in ESSA’s public reporting requirement on school level spending, and publicly report the rates at which students of color and low-income students are taught by ineffective, out of field or inexperienced teachers on the Transparency Dashboard, pursuant to federally-required timelines. The state should clarify how it will use set aside funds to help support schools in need of improvement. | <input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor |
| <p>5. Educator Equity</p> <ul style="list-style-type: none"> The MDE’s plan does not include definitions for “ineffective,” “inexperienced,” or “out-of-field” teachers. | <input type="checkbox"/> Excellent |



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| <ul style="list-style-type: none">Michigan describes its targeted residency program, which seeks to address inequitable access to teachers, as well as a mentoring and induction program for all districts for which it will use set-aside funds.The LEA supports described for mentoring and induction programs may also indirectly contribute to more equitable access to effective teachers, but LEAs are not required to adopt these practices when they identify increased access as part of their needs assessment.Michigan should make cultural competence an explicit part of its targeted teacher residency, and a required part of a statewide induction and mentoring program.The MDE plans to phase in additional indicators to better and more accurately measure factors that correlate with inequitable distributions of teachers and better inform and tailor the identification of strategies to close access gaps at the state and local levels. | <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor |
| <p>6. Stakeholder Engagement</p> <ul style="list-style-type: none">Michigan engaged in a robust plan development process that involved stakeholders at all levels, including civil rights organizations and community groups although it's unclear how equitable their engagement was.Their plan for continuous improvement includes developing an Implementation Team and leveraging funds from the W.K. Kellogg and Steelcase Foundation. | <input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor |
| <p>7. Breaking the School to Prison Pipeline</p> <ul style="list-style-type: none">The MDE is redeveloping its comprehensive needs assessment process using a Multi-Tiered System of Support (MTSS) approach to focus on the whole child, which includes supporting schools in doing a data-based review of all of the conditions that relate to student learning, including discipline. Based on the needs identified through this analysis, MDE will support LEAS with evidenced based practices including positive behavior intervention supports.The MDE intends to leverage Title IV funds to promote supportive school climates to reduce the use of exclusionary discipline, supportive school discipline, Positive Behavioral Interventions and Supports (PBIS), restorative justice, and wrap-around services.The state can strengthen these efforts by developing a measure for reducing exclusionary discipline practices in the accountability system. | <input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor |
| <p>8. Equitable Access to Early Childhood Learning</p> <ul style="list-style-type: none">The MDE articulates a use of Title I funds to create and expand equitable access to early childhood education and learning; and Title II funds for professional development for early learning capacity building.Comprehensive Support Schools will be assigned an SEA Implementation Facilitator to implement evidence-based school improvement strategies and build high quality instruction in all classrooms, including early childhood where applicable.Michigan also has early childhood standards of quality for prekindergarten, that support a fully integrated comprehensive approach to learning across academic and developmental domains, which are aligned to the K-12 standards, as well as early childhood standards of quality for infants and toddlers and out-of-school time learning. | <input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor |
| <p>9. Equitable Implementation of College and Career Readiness (CCR)</p> <ul style="list-style-type: none">The MDE includes two College and Career Readiness (CCR) indicators: (1) Advanced Coursework measures the percentage of students in grades 11-12 who successfully | <input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient |



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| <p>complete dual enrollment, early middle college, career and technical education, AP, and IB courses, and (2) Postsecondary Enrollment measures the percentage of students who enroll in college (including in-state and out-of-state institutions) within 12 months of graduation; "successful completion" is not defined in the plan.</p> <ul style="list-style-type: none">To ensure the participation of 95 percent of all students and all groups of students in the annual assessment, MDE gives no credit for untested students. | <p><input type="checkbox"/> Poor</p> |
| <p>10. Out of School Time Learning</p> <ul style="list-style-type: none">MDE articulates its use of Title IV funding for student support and academic enrichment grants, including for the expansion of 21st Century Community Learning Centers (CCLCs) and out-of-school time learning.The state should consider leveraging Title I funds for this purpose as well. | <p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p> |
| <p>11. Equitable Access to High Quality Curricula</p> <ul style="list-style-type: none">The MDE's 11-12 Advanced Coursework indicator measures the percentage of students in grades 11-12 who successfully completed a career and technical education program.The state also promotes CTE initiatives to female students as required in their federal Perkins funding.The state's Student Support and Academic Enrichment Grants (SSAEG) include STEM initiatives for students and for teachers.The MDE states that it is in the process of developing social and emotional learning standards for K-12 students. | <p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p> |
| <p>12. Clear Reporting and Transparent Data Systems That Are Easy to Understand</p> <ul style="list-style-type: none">Michigan uses an index to annually differentiate schools and identify schools for support on a scale of 0-100 points across up to 7 indicators.School performance is presented using a transparency dashboard, with little explanatory context. | <p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p> |
| <p>Overall Rating</p> | <p>Poor</p> |