

Launch Michigan Framework Agreement Final Draft

Approved 15 December 2021 by
Launch Michigan Steering Committee Members

Performance

Michigan College and Career Readiness Standards:

1. Michigan will enact a college and career readiness (CCR) standard to measure each student's readiness to pursue post-secondary education and help ensure they are on track to graduate. This standard will be in addition to existing state standards and other graduation requirements. In order to provide equitable access to aligned, rigorous instruction and ensure Michigan parents, students and educators have honest information about how their schools are performing against the CCR standard, it shall be coherently aligned to state standards and international college and career readiness standards. It is the goal of the state that all students enrolled in public schools shall meet the CCR standard by the time they finish 10th grade and no later than the completion of 12th grade.
 - a. The CCR standard shall include:
 - i. Demonstration that each student has achieved a 10th grade level of mastery in reading, writing, and mathematics in order to receive a diploma. An assessment or combination of assessments, collectively aligned to state standards, will be developed or chosen to measure the CCR standard and be approved by the Michigan Department of Education (MDE). MDE shall also approve a CCR portfolio system to allow students to demonstrate mastery via an alternate method, and shall create a commission of educators to review and approve student portfolio submissions. This portfolio shall include a collection of work samples that demonstrate the student has achieved equivalent levels of mastery as students who are demonstrating their performance via the approved assessment or combination of assessments. MDE shall progressively raise cut

scores on the assessment or combination of assessments chosen to measure the CCR standard as passage rates increase. Initial cut scores should reflect the reality of historical underinvestment in Michigan's public education system and the impact of poverty.

- ii. A suite of curricula that will be developed or identified and offered voluntarily to districts/PSAs for each grade, K–12, that aligns to the CCR standard.
- iii. Measurements of progress toward the CCR standard that shall occur at multiple points throughout a student's educational career. These shall include at least:
 1. A measurement at the start of Kindergarten that is developmentally appropriate for determining readiness,
 2. A measurement or combination of measurements in 3rd grade as outlined in the state's Read by Grade Three statute, and
 3. A measurement in 8th grade as outlined in the state's Every Student Succeeds Act (ESSA) plan.
- iv. Individualized educational acceleration plans that each district shall create and employ at any point in time when a student is shown to be off track toward meeting the CCR standard. These plans shall outline how the district/PSA will employ evidence-based early intervention strategies to help the student catch up to grade level, and include at a minimum the following items:
 1. A review of the student's strengths and weaknesses, based on state assessments and other assessment results, coursework, grades, and teacher input,
 2. The interventions the student will be required to successfully complete in order to put them on track to achieving the CCR standard, and

3. A description of the methods by which progress will be monitored by the school as the student is moving toward mastery.

The district/PSA shall also send a parent communication letter that informs parents about their child's progress on the measurement indicators in (iii) and offers to engage them in the adoption of the individual educational acceleration plan.

- b. Students not meeting the CCR standard in 10th grade shall be given multiple opportunities in grades 11 and 12 using the MDE-approved CCR standard assessment or combination of assessments or the portfolio system in order to show mastery.
- c. Beginning with the class of 2038, students not able to demonstrate mastery on the CCR standard in 10th, 11th or 12th grades shall be entitled to attend a 13th 'opportunity year' for as long as it takes to demonstrate requisite mastery in order to achieve the CCR standard. During the opportunity year, students will have the option of being dually enrolled in non-credit bearing (remedial), credit bearing, or co-requisite reading, writing and mathematics courses at a Michigan community college, paid for by the state's General Fund. As part of the opportunity year, the district/PSA shall assist students in filling out a FAFSA application. Upon passage of their opportunity year requirements, students will have met their CCR requirement. Students who choose not to take advantage of the opportunity year will receive a Certificate of Completion.
- d. Students with Individualized Education Plans (IEPs) who do not meet the CCR standard will remain eligible to receive educational services until they meet all graduation requirements or turn 26 years of age, in accordance with federal and state statute and the student's IEP.
- e. The state's accountability rating system shall include, as a significant weighting factor, the percentage of students on track to achieving the CCR standard in each elementary and middle school and achieving the CCR standard in each high school. Weighting factors for readiness at other

CCR standard points of measurement should also be considered for inclusion in the state's accountability rating system.

2. Every graduating student will demonstrate proficiency in a universal set of 21st century skills and abilities necessary for college and career success. MDE will identify and establish these skills and abilities through ongoing, balanced working groups of labor unions, business and industry leaders, K–12 and post-secondary educators, and workforce developers. These subject matter experts will utilize existing research and resources to create a rubric to measure these skills and abilities, focusing on grades 7–12, and incorporate them into a scalable platform that enables students, educators, parents, and employers to have access to them and share them.

3. In addition to a general pathway (akin to the Michigan Merit Curriculum) that includes robust coursework in all academic disciplines, every high school will offer to students, at their choice, a minimum of the following rigorous, competency-based academic pathways to success. All pathways will be considered of high academic rigor and developed to ensure students of all interests and abilities can excel and realize their full potential. To the extent possible, coursework in all pathways will be provided in person, however, districts/PSAs that do not have the necessary economies of scale to offer in-person courses will offer courses virtually or in partnership with other districts/PSAs, or through their ISDs/RESAs. Career-based high schools and magnet schools are exempt from this requirement, which includes:
 - a. At least one advanced university preparation pathway, such as the College Board Advanced Placement (AP) Diploma program, the International Baccalaureate (IB) Program and/or the University of Cambridge's diploma program, and at least one college credit-bearing pathway, such as Dual Enrollment or Early/Middle College, offering students an opportunity to accumulate college credit while still in high school,

- b. A robust career/technical skill pathway built on combining state-aligned and rigorous academic standards and technical and career skill development, leading to a 21st century industry credential, and
- c. A combination of the aforementioned pathways that ensures students participating in one pathway will not be excluded from taking coursework in another pathway.

Districts/PSAs shall provide, and their boards of education shall publicly discuss at-least annually, the profile/demographics of students taking coursework in the aforementioned pathways.

- 4. Michigan's current Read by Grade Three law will be amended to remove the student retention requirement, but will retain statutory requirements and funding for early literacy supports and evidence-based practices that lead to improved early literacy success.

Resources

Funding & the Investment of Funding

- 1. Michigan will annually invest the \$3.5–\$3.8B more that researchers indicate will, when invested strategically, result in significant and sustained improvements in student performance. These funds will be spent in the following ways:
 - a. A per-student base for every K–12 student of \$10,421, indexed annually to inflation. This base is to be coupled with per-student weights that are in accordance with the recommendations of School Finance Research Collaborative (SFRC) report, as follows:
 - i. An index-based poverty weight to adjust for concentration of poverty that in total, amounts to the total cost of at least a 35% poverty multiplier,
 - ii. English Learner (EL) weights as follows:
 - 1. At least a 70% WIDA 1 multiplier,
 - 2. At least a 50% WIDA 2 multiplier,

3. At least a 35% WIDA 3 multiplier,
 - iii. Special Education weights as follows:
 1. At least a 70% Mild needs Special Education multiplier,
 2. At least a 115% Moderate needs Special Education multiplier, and
 3. Severe Special Education services that will be fully reimbursed by the state.
 - b. A 10% career/technical education weight for every student in grades 7–12, and
 - c. Full funding for all Great Start Readiness Program (GSRP)-eligible children ages 3 and 4 up to at least 250% of the federal poverty level, and
 - d. Full funding for Early On services, and
 - e. Full funding for MDE, reimagined as a top-performing 21st century state education agency, to ensure it will be dramatically rebuilt and staffed appropriately to serve as a powerhouse department empowered with the authority, expertise and capacity to make Michigan a top 10 state for student achievement.
 - f. In concert with a new equitably-weighted state funding formula, the state should enact mechanisms to minimize, to the greatest extent possible, community-to-community inequities around locally- and regionally-generated millages.
2. Michigan will fund this additional investment through the following mechanisms:
 - a. Approximately \$1B of this funding will be generated from a combination of:
 - i. Structural efficiency improvements across schools, districts and ISDs/RESAs,
 - ii. A restructuring of the Michigan Public School Employee Retirement System that helps ensure pension stabilization, holds participants in the system harmless, provides for increased benefits or reduced costs for participants, and enhances the ability for the state to reduce immediate pension payment amounts. Under no

circumstances will benefits to current or future participants be reduced,

- iii. Reevaluation of some existing state school aid categoricals in line with SFRC report recommendations.
 - b. \$2.5B-\$2.8B of this funding will be generated through a new tax revenue source(s).
 - c. Should additional federal or other investments become available for specific areas of recommended investment, proposed increases in state funds will instead be utilized to further improve equitable support of students in poverty and EL students in early childhood and K–12.
3. All current and future School Aid Fund revenue will be dedicated first and without exception to the state’s new PreK–12 public school funding areas. Funding for higher education and community colleges will be held harmless and maintained out of the General Fund.
 4. In order to receive and continue to receive new funding, every three years districts will submit to MDE and have approved a *Student Achievement & Investment Plan*, information that must also be included in a contract in the case of PSAs, to outline their plans to ensure every student is on track to, and achieves. the CCR standard. The *Plan* will:
 - a. Detail the district’s/PSA’s intent to engage in evidence-based practices that specifically focus on improving student success at the building level, outlining:
 - i. Early intervention efforts to improve student performance and close student performance gaps, including, but not limited to: additional time, tutoring, staffing as indicated by current best practice and identified by MDE and the Michigan Center for Educational Research & Implementation (MCERI), and
 - ii. Adoption of and progress toward full implementation of the State’s *Staffing Model for Student Success* as outlined in the SFRC

- evidence-based practice model or by describing their staffing models, which may be customized based on student needs and school or instructional design that will support the goals of the students, and
- iii. In addition to strategies above, the exploration and incorporation of innovation and partnership strategies to include the following, as prioritized to accelerate student learning and achievement:
1. Early childhood initiatives and partnerships including efforts to engage parents of 0–5-year-olds in accessible parent education, health and well-being supports for their children and improve the early detection and intervention of early childhood developmental delays, or
 2. The creation and implementation of a bona fide MDE-approved balanced calendar, or
 3. The incorporation of a MDE-approved competency based districtwide instructional model, or
 4. The description of a relevant strategy that is aligned to the focus and design of the school/district/PSA that will support the goals of the students.
- b. Outline the intended student performance growth targets the district/PSA intends to achieve over a three-year period, reporting on past successes or failures in meeting expected targets,
- c. Outline how the district/PSA will appropriately identify students with disabilities, provide for adequate, embedded, intensive and research-based professional development for all educators and instructional staff on MTSS, IEP and 504 processes for students in order to help set them up for success in life,
- d. Outline how the district/PSA will prepare and transition their students with IEPs and 504 plans to post-secondary education and employment while assuring FAPE as they approach high school graduation, and
- e. Require that districts/PSAs are transparent and accountable to reporting relevant data associated with their plans.

5. Michigan, in partnership with leading teacher preparation institutions and current practitioners, and further informed by practice in top performing schools, districts, states, and nations, shall develop and districts/PSAs shall adopt a *Professional Practice Continuum for Educators*.

The *Continuum* will create a framework similar to the medical profession, including at least distinct stages of (1) residency/novice teachers, (2) developing and continuing practitioners, and (3) master teachers. The *Continuum* will describe the requirements for each stage with increasing levels of expertise, rigor, professional development, education, accomplishment, and responsibility.

The *Continuum* will establish a tiered minimum salary structure for all stages including recommended weights for teachers who observe, coach and mentor other teachers, conduct site-based research, attain National Board Certification and/or lead teams of teachers in improving student outcomes. The minimum salaries will be indexed against other professions that require similar education and/or credentials and will reflect regional cost of living indices. The salary structure will also include retention bonuses based on teachers' three-year averages of student performance growth scores.

The *Continuum* will establish a 'model day' for resident, practicing, and master teachers as it pertains to the amount of time spent in the classroom, in planning, in consult with other teachers, and/or observing/coaching other teachers.

To the extent possible and subject to non-critical shortage staffing availability, teachers will be fully certified to teach the subject or grade level to which they are assigned.

6. Michigan will create an annual \$100 million statewide public fund to support Out of School Time (OST) programs, and a statewide public fund to support integrated student supports (ISS) and wrap-around services for kindergarten–12th graders, specifically investing in:

- a. programming to help close achievement gaps and enrich learning experiences for students in poverty and EL students,
 - b. expanding 21st century skill experiences and opportunities, especially increased access for students with disabilities and equity for all students, and
 - c. expanding enrichment and exposure opportunities for older youth to be prepared for college and careers, and
 - d. integrated student services and wrap-around services to help students overcome obstacles to reaching their academic potential.
7. Michigan will seek to continuously improve upon and ensure students with disabilities receive the best possible education. To do so, the state shall:
- a. Ensure MDE has the authority, funding, expertise and staff to more closely monitor and approve alternate assessments, and increase transparency and reporting requirements for these approvals,
 - b. Including but not limited to Special Education Mediation Services, Disability Rights Michigan and Michigan Alliance for Families, ensure that there exists a sufficiently-resourced, well-functioning system of non-legal expertise/advocates to help empower parents/guardians through the crafting of their child's IEP or 504 plan,
 - c. In conjunction with the aforementioned non-legal expertise/advocate expansion, expand upon and transition local and regional parent advisory committees (PACs) to funded and staffed regional family resource centers that are empowered to help families understand procedures, provide trainings to families and educators, and generally assist families and educators in improving upon what they may not realize that they don't know about educational services and rights afforded to students with disabilities. Additionally, provide funding for a bi-annual parent experience survey to be administered by an independent research organization; with findings publicly shared and accessible to better assess how well parent needs for support are being met, and

- d. Create an independent, empowered state ombudsman office and process for parents/guardians to seek third party review in an effort to resolve a dispute. Review of the office's effectiveness should take place every five years and be based upon metrics related to improving parental satisfaction of avenues up-stream of and including the ombudsman's office.

Accountability

A Realigned & Redefined System of Governance and Accountability

1. The elected eight-member State Board of Education's powers to appoint and employ the State Superintendent of Public Instruction shall be transferred to the Governor, and within 60 days of the Governor's nomination for State Superintendent, the State Board of Education must meet to consider the Governor's nomination. The Governor will choose the President of the State Board of Education from amongst the elected members.

2. The State Superintendent is accountable for the performance of Michigan's system of public schools with defined expectations for that performance. The State Superintendent will report annually to the people of Michigan the progress of Michigan's schools, including student achievement at the full and sub-group level, as well as other indicators of success or concerns in elevating the state's educational performance. This annual *State of Education Report* will be published online, will include the status of Accountability and Implementation Board recommendations, and data and performance comparisons to other states. Research bodies referenced herein, such as MCERI, are to serve in an advisory capacity to the State Superintendent.

3. As directed by the State Superintendent, the Michigan Department of Education is also accountable for ensuring the educational performance of Michigan's children. Its purpose, in addition to required federal and state program implementation and monitoring, is as follows:
 - a. Provide active guidance and support to local districts/PSAs using the statewide system of support and the Michigan Integrated Continuous Improvement Process (MICIP) to help accelerate student performance growth and ensure all students reach grade level expectations and are on track to achieve the CCR standard, including relevant research (in partnership with MCERI), evidence-based practices, model curricula, teacher and principal training, improved teacher preparation at all Michigan teacher preparation institutions, and the successful implementation of the recommendations of the Accountability and Implementation Board, and
 - b. Develop, in partnership with education leaders and stakeholder groups, implement and utilize, a school performance rating system that will help parents, policymakers, and residents understand how each school is performing in the state, as well as supporting educators in targeting school improvement efforts. Michigan's existing A-F rating system shall be removed, and Michigan shall amend its ESSA plan to reflect the description of this (new) system. This system shall meet the following criteria:
 - i. Michigan shall have a single, summative rating system with five clear and intuitive labels, that complies with federal law, significantly prioritizes academic weighting factors, limits the total number of weighting factors to 10, aligns with a parent-friendly transparency/comparability tool, and includes a strong emphasis on student subgroup performance.
 - ii. The rating system shall be published annually, no later than November 1st of the following school year from which the data is calculated. It shall be:

1. Published such that each school building receives a rating,
 2. Published and aggregated such that each district and PSA operator receives a rating, and
 3. Published and aggregated such that each PSA authorizer's portfolio receives a rating.
- iii. The rating system shall include a user-friendly parent/community-facing transparency dashboard that is based on the same calculations as the rating system. The "guts" and metrics of dashboard must reflect the "guts" and metrics of the rating system. The transparency dashboard shall include at least:
1. The ability to enter a zip code and quickly locate and compare all public educational options in that area,
 2. Each district's/PSA's *Student Achievement and Investment Plans* and annual education reports, and
 3. Field testing to ensure user friendliness.
- c. Based upon the rating system, (MDE shall) intervene to help struggling schools improve, beginning with a partnership approach. Partnership plans shall be mandatory, be based upon school building level educational audits, and be adequately funded by the Legislature at MDE-recommended levels for all districts/PSAs that are at or below the second lowest rating. Authorizers of PSAs shall be engaged with, and be held accountable to, partnership plans. Contingent on the flow of new additional resources, if partnership schools do not meet established student performance growth standards after three years, MDE will elevate the interventions to one of the following options:
- i. For traditional schools:
 1. Reconstitution, including mandatory leadership change and full or partial staff change, or
 2. Creation of an Empowerment Zone in partnership with the district; groups of schools with empowering conditions of

autonomy, accountability, sustainability and support
overseen by a dedicated non-profit board, or

3. Conversion to a high quality charter school or an otherwise independently governed school with a proven management organization, school leader, and clear expectations for improved outcomes, or
4. Closure.

ii. For PSAs:

1. Permanent closure of the school.

- d. Develop standards by which schools can be rewarded for excellent performance, defined as achieving the highest performance rating for at least 3 consecutive years in succession, and include:
 - i. The equivalent of a "blue ribbon" designation by the MDE, which may include:
 1. Special designation on the MDE website and printed material and funding for signage and announcement ceremonies, and
 2. For PSAs,
 - a. Long-term charter renewals, for as many as 7 years,
 - b. Streamlined opportunities to replicate and/or take over chronically low-performing charter schools.
4. Michigan's ISDs/RESAs and will serve as MDE's first line of on-site support, guidance, and intervention to schools/districts/PSAs failing to meet agreed-upon state benchmarks for student progress. To accomplish this, Michigan will need to review ISD/RESA functions, and based upon recommendations, implement changes to ensure coherent, equitable, efficient and effective alignment with MDE. With this review, at least the following items will be analyzed with a timeframe for implementation planning:
 - a. The optimum number and size of ISDs/RESAs with minimum/maximum number of students, districts/PSAs, and regional boundaries as

appropriate given the geographic size of the state. Determining this optimum number and size should include methods by which to transition from Michigan's current structure to one that ensures the highest continual impact structure for all districts/PSAs, educators and students,

- b. Determination of a prescribed list of services, along with funding structures and adequacy levels for each service, that every ISD/RESA must offer for its districts/PSAs to include at least the following that they cannot provide for themselves, as they are vital components to an effective educational system:
 - i. Intensive supports for educators in schools who have yet to meet state benchmarks for student progress,
 - ii. Evidence-based professional development for all teachers and principals,
 - iii. Early childhood education & child development leadership and program implementation, including GSRP, Early On, and Head Start,
 - iv. K–12 career and technical education program delivery and/or supports,
 - v. Special education services, supports, and monitoring,
 - vi. English Learner services,
 - vii. STEM/STEAM-related initiatives,
 - viii. Early/Middle College initiatives,
 - ix. Parent supports in conjunction with local districts,
 - x. Truancy/chronic absenteeism/pupil accounting,
 - xi. Virtual learning options,
 - xii. Adult education,
 - xiii. Regional talent development in concert with Michigan's 60-by-30 plans,
 - xiv. Michigan Works services where appropriate,

- xv. Fee-based services that offer financial efficiencies for districts/PSAs such as: business, HR, technology, and transportation, as well as product bidding and volume purchasing,
 - xvi. Other services that will evolve over time as innovation and the rapidly changing educational landscape develops and will be locally customized, and
 - xvii. All required state and federal programming,
- c. Determination of valid and fair continuous improvement or accreditation processes and metrics for the services ISDs/RESAs provide, including methods by which MDE can oversee, measure, and publicly report the quality and cost of ISD/RESA-provided services,
 - d. Determination of best methods to ensure coherence, efficiency and effective governance in concert with governance realignment at MDE,
 - e. Determination of a mechanism for students transferring or being placed outside of their 'home' districts to be state funded in such a manner to eliminate/minimize districts/PSAs having to create local contracts around such students,
 - f. Determination of mechanisms to minimize, to the greatest extent possible, community-to-community inequities around locally and regionally-generated millages, particularly for special education and career/technical education services, in concert with a new equitably-weighted state funding formula, and
 - g. Determination of mechanisms to ensure state provided ISD/RESA funding is distributed equitably.

The review and implementation of recommendations on items described in 4(a)-4(g) are vital to the success of Michigan districts/PSAs, educators and students. To accomplish these, MDE will establish an accreditation process, with an appeals process, for ISDs/RESAs and urge any not meeting accreditation to voluntarily partner, annex or consolidate, or MDE will assign them a partner, annex or consolidate them accordingly.

5. Local boards of education, both elected (traditional districts) and appointed (PSAs) are constitutionally and statutorily responsible to the state to educate Michigan's children. As such, they will:
 - a. Be accountable for ensuring all students meet or exceed the state benchmarks for student performance and are on track to meeting the CCR standard,
 - b. In addition to all other reporting requirements, conduct at least one public meeting annually (a report to parents and community) focused on student performance on state benchmarks, gaps in student performance, improvements and declines in student performance, progress on their *Student Achievement & Investment Plan*, other key indicators of district and student success, and district efforts to improve performance,
 - c. Accept support and intervention from the state, as articulated previously, when that support and intervention is warranted to ensure all students are educated, and
 - d. In addition to current requirements to annually post its district budget and amended budget online, (each district/PSA will) annually publish a summary of all expenditures at the building level.

6. Michigan will assess all current district/PSA reporting requirements and, to the extent legally and pragmatically possible, Michigan will eliminate and/or streamline reporting for districts/PSAs, including making recommendations to the Legislature necessary to do so.

7. Michigan's teacher evaluation framework, as prescribed in law, shall be replaced with a new system of *Professional Practice Reviews*. Modifications shall be done in partnership with current teacher practitioners, teacher preparatory educators, and other state leaders and experts and further informed by practice in top performing schools, districts, states, and nations. These reviews will incorporate:

- a. Elimination of the use of data on student achievement and growth provided by the state's summative assessment, and continuing usage at the current level of data on student achievement and growth provided by benchmark, formative and/or interim measures and student learning objectives that are aligned to state standards,
- b. Observations by principals and other educators including teacher mentors and teacher coaches in accordance with recommendations by the Michigan Council on Educator Effectiveness,
- c. Progress on the professional growth and commitment expectations outlined in the *Professional Practice Continuum for Educators*,
- d. Fair, professional, and constructive labels for describing review scores that speak to opportunity pathways for high-performing teachers and constructive support pathways for struggling teachers, including moving to three rating categories - "Exceeds Expectations," "Meets Expectations," or "Needs Support,"
- e. A tiered process by which higher-performing teachers are able to experience a reduced formal review frequency with top-rated teachers having more time in between reviews than those meeting expectations, and those meeting expectations with less frequency than those needing additional support,
- f. A requirement that districts/PSAs shall meet on an ongoing basis with teachers and/or their representatives to discuss and collaborate, in a meaningful and substantive manner, to review the evaluation tool utilized and to review and make agreed upon improvements to training needs, teacher supports, issues of concern, and all other items related to the evaluation process and *Professional Practice Reviews*. The district and the representative of teachers shall collaboratively develop the process to accomplish the above,
- g. A requirement, for those with bargaining agreements, that districts/PSAs and teachers and/or their representatives shall collaboratively create a process for appealing ratings for teachers who receive the lowest rating

level. This appeal shall institute a traditional grievance process and should the internal steps in the grievance process not result in mutual agreement, a neutral third party binding appeals process shall be used to resolve any disputes (for example - binding arbitration through the American Arbitration Association),

- h. Clear and consistent district/PSA guidance for the calculation of student performance growth, observation and total review scores with a sensitivity to equity,
- i. A requirement that MDE create a council comprised of teacher and administrator practitioners, other state leaders and experts to continuously inform and advise the department and policymakers of statutory and rule updates necessary to improve district/PSA guidance; observation training; data collection and analysis; the calculation of review scores; linkages between reviews and professional development; the use of parent, student and other stakeholder input; and to ensure general success of the implementation of reviews, and
- j. A requirement that teacher preparation institutions adapt their curricula based upon *Professional Practice Reviews*.

While teachers are not immune from disciplinary action and/or dismissal for qualifying reasons, *Professional Practice Reviews* will be formative and evaluative in nature and used to coach and develop teachers and determine their advancement on the *Continuum of Practice*. All labels stipulating teacher “effectiveness” will be eliminated.

In addition, the administrator evaluation law will be replaced similarly to support the new *Professional Practice Reviews* for teachers and to reflect a school leader’s performance and growth in leading evidence-based practices that foster professionalism and lead to improved student performance.

- 8. In order to foster greater departmental understanding of and responsiveness to needs in local districts/PSAs and schools, the Legislature will fund annual sabbaticals to superintendents, principals and teachers with a track record of

excellence, prioritizing a diverse representation from across the state. The educators serving on sabbatical will work at MDE to engage in research, program/initiative design and implementation, advisory councils, and other efforts that bolster relationships and confidence between MDE and the field of practice.

9. MDE employees primarily hired for their experience and credentials as professional educators will have the option of participating in the SERS or MPSERS retirement systems. By allowing MDE employees to participate in MPSERS, the agency's ability to attract talented educators from the field as employees or on annual sabbaticals will be significantly improved.

10. In concert with new funding, Michigan will establish an ongoing Accountability and Implementation Board (AIB) to oversee efforts to implement all MDE, ISD/RESA and district/PSA improvements aforementioned in this document.

The aforementioned recommendations represent the collective work of the Launch Michigan coalition. The entire coalition recognizes that sustained improvement in Michigan education requires an additional \$3.5B-3.8B annual investment. The coalition will collectively determine a sequencing plan for funding and implementation of all recommendations that allows for ready action on the elements of this plan with the acknowledgement that money is needed first to allow for the implementation of many elements. The elements herein reflect how to strategically implement this investment to bring about significant improvements in student performance. Members of the Launch Michigan coalition may not endorse each specific element in the Framework, but as an educational reform package they have gained the support of coalition members and will be further developed by Launch Michigan development teams.