



Survey Overview

The Michigan Department of Education (MDE) collected public feedback on the development of the state’s plan for the Every Student Succeeds Act (ESSA) through online surveys during January 2017. Support-related questions were asked in a “general” survey that did not require prior knowledge and covered multiple topics and a “specific” survey limited to one topic for those who had more background on the issues (i.e., viewed a video or attended a feedback forum). This report provides the results of both surveys, as analyzed by Public Policy Associates, Inc.¹

For more information about the Action Teams and the feedback opportunities, please see [MDE’s ESSA web page](#).

Respondents

People from across the state responded to the surveys, as shown in Figures 1 and 2.² People from a variety of sectors responded to both surveys. However, educators predominated in both surveys, 70% of respondents to the Supports-specific survey reporting as educators.

Note that the general survey had far more respondents and, therefore, those results should be considered more representative of public opinion. The fact that most respondents were educators should also be considered when applying the survey findings in decision-making.

¹ The Michigan Department of Education created and fielded the surveys.

² PPA coded the counties of respondents into the five regions used by the MDE Office of Field Services. Region 1 includes the Upper Peninsula and upper Lower Peninsula; Region 2 includes lower West Michigan; Region 3 includes the mid-section from the Thumb area to Mason and Oceana counties; Region 4 includes Ingham, Saginaw, Washtenaw, and other neighboring counties; and Region 5 is made up of Wayne, Macomb, and Oakland counties. The regional map can be found [here](#).

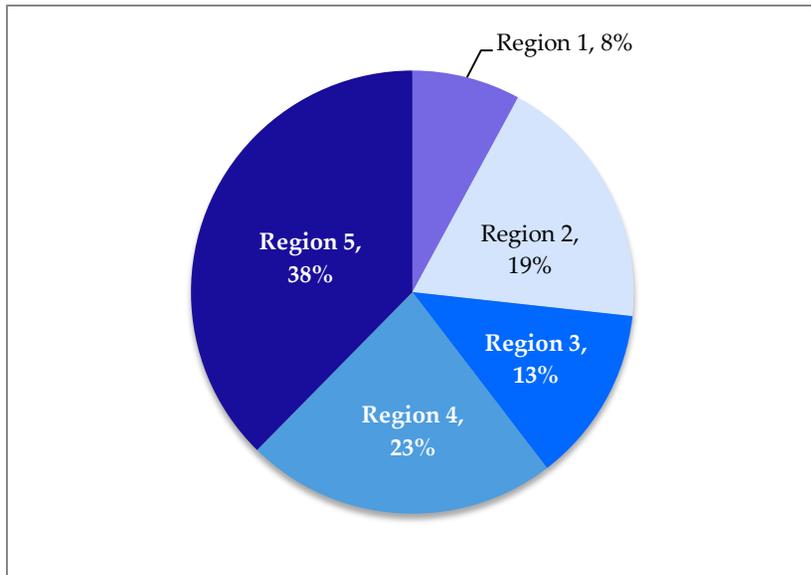


Figure 1. General Survey Respondents by Region (N = 625)

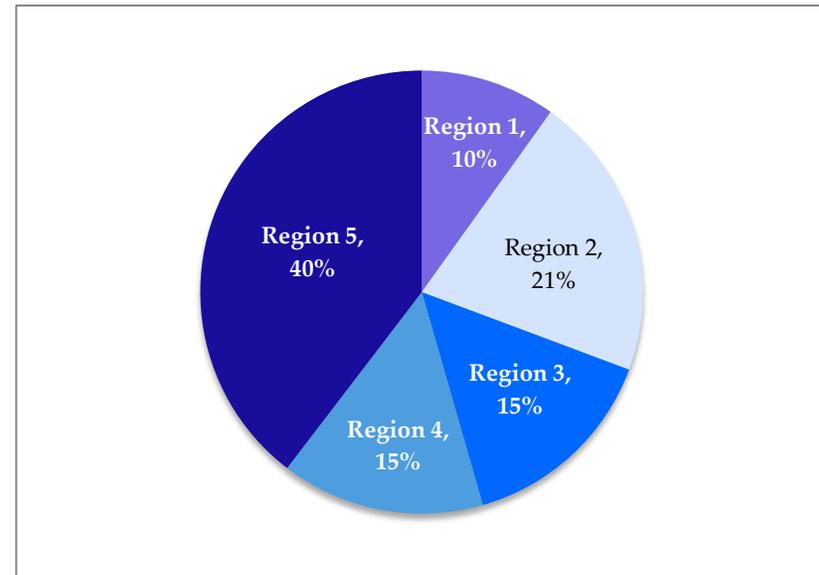


Figure 2. Supports-Specific Survey Respondents by Region (N = 70)

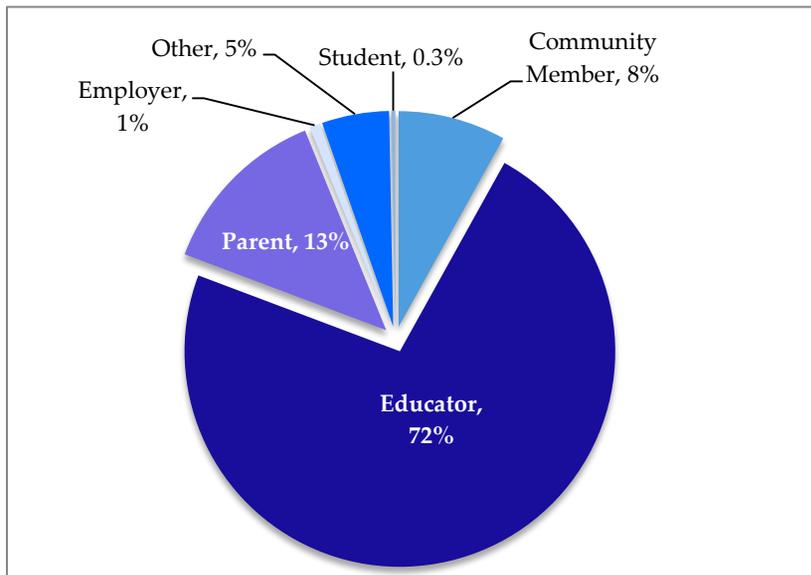


Figure 3. General Survey Respondents by Sector (N = 625)

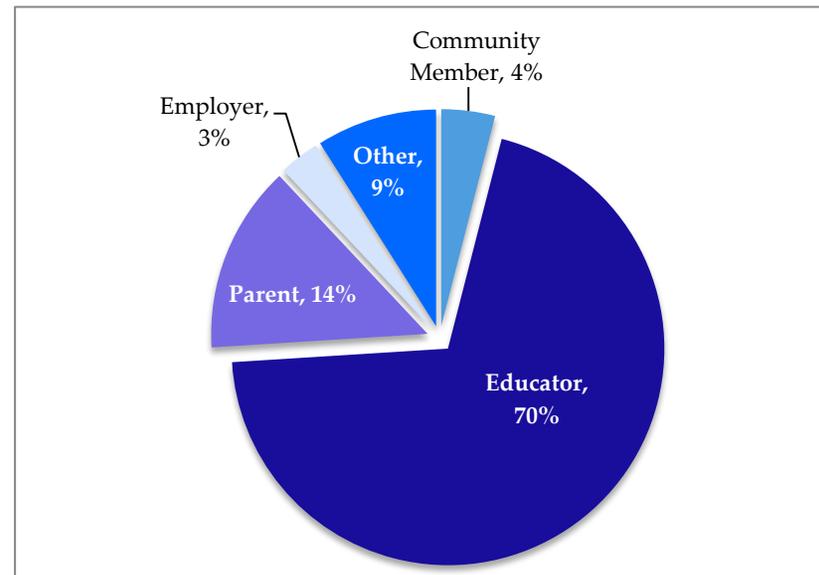


Figure 4. Support-Specific Survey Respondents by Sector (N = 70)

Results

Supports for Students and Schools

Across all of the components of Supports, the majority of the specific-survey respondents agreed with the Action Team recommendations presented. The general-survey and specific-survey respondents both supported the creation of “partnership districts,” with 91% and 77% respectively agreeing or strongly agreeing. The views of the respondents also aligned concerning driving supports to highest-need schools and students. The high school graduation rate item received the highest level of disagreement (25%).

Table 1: Supports for Students and Schools (Part 1)*

	<i>Overall</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>I would need more information</i>
Driving supports to schools and students with highest needs						
General survey (n=457)		23% (103)	50% (227)	9% (42)	4% (20)	14% (65)
Leveraging funds to support all districts in lowering achievement gaps						
Specific survey (n=48)		54% (26)	38% (18)	4% (2)	-	4% (2)
Creation of “partnership districts”						
General survey (n=457)		35% (159)	42% (193)	4% (18)	4% (20)	15% (67)
Specific survey (n=48)		33% (16)	58% (28)	2% (1)	6% (3)	-
Revise and streamline Comprehensive Needs Assessment process						
Specific survey (n=47)		43% (20)	49% (23)	-	2% (1)	6% (3)
Comprehensive and Target Support schools receive training on CNA process, multi-tiered system of support, systems improvement						
Specific survey (n=48)		31% (15)	50% (24)	8% (4)	4% (2)	6% (3)
Comprehensive Support districts and schools receive ISD/ESA assistance (formula grants)						
Specific survey (n=48)		44% (21)	48% (23)	2% (1)	2% (1)	4% (2)

*Note: Totals may not equal 100% due to rounding. The overall graphics shown include all who indicated any level of importance (somewhat important to very important).

Table 2: Supports for Students and Schools (Part 2)*

	<i>Overall</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>I would need more information</i>
Allow districts to lower threshold of secondary students in poverty from 75% to 50% to direct Title I funds to secondary schools						
Specific survey (n=48)		48% (23)	35% (17)	10% (5)	2% (1)	4% (2)
State defines acceptable objective criteria for districts to use to identify early-grade students for Title I						
Specific survey (n=48)		25% (12)	44% (21)	8% (4)	13% (6)	10% (5)
Consider high schools that do not graduate at least 67% of students to be CNA schools and require related improvement goal in School Improvement Plan						
Specific survey (n=48)		29% (14)	42% (20)	17% (8)	8% (4)	4% (2)
MDE consolidate smaller grants into block grant to allow schools/districts to use variety of titled funds for "well-rounded education"						
Specific survey (n=47)		38% (18)	36% (17)	13% (6)	2% (1)	11% (5)

*Note: Totals may not equal 100% due to rounding. The overall graphics shown include all who indicated any level of agreement (agree to strongly agree).

Ombudsman for Equitable Services to Private Schools

The survey also asked for input on the qualifications for an ombudsman position to monitor and enforce the rules of equitable services to private schools, a position required in Section 1011 of ESSA. Respondents indicated that the most important qualification for an individual in this position is a thorough background in education, including experience as a classroom teacher and as an administrator. Understanding laws and policies and sensitivity to differences between public and private schools were also mentioned as important considerations.

Technical Assistance Priorities

The survey noted that MDE is required to review the systems resource allocation of the district to its labeled schools periodically and to provide technical assistance to these districts. For low-performing schools, general-survey respondents supported technical assistance that took the form of additional funding (55%), coaching/hands-on support for teachers (49%), and school culture/climate review (40%) most often. Many respondents also offered other suggestions

which fell into three main categories: support for engaging parents and community members; allocation of funds for additional resources such as the library, technology, and support personnel; and reducing class sizes.

When asked about technical assistance to districts in the Supports-specific survey, respondents favored site visits (49%) and professional learning based on the schools' Comprehensive Needs Assessments (51%). Other ideas mentioned included additional hands-on support from the intermediate school districts (ISDs) and MDE staff, simplification of reporting, and allocation of additional financial resources to districts. Across the surveys, funding and direct support to school staff were seen as important.

Table 3: Technical Assistance for Low-Performing Schools

<i>General Survey Item (n=625)</i>	<i>Percentage Selecting</i>	<i>Number Selecting</i>
Research and other information about effective schools	28%	175
Training for teachers	37%	233
Training for building leaders	34%	215
Training for district leaders	28%	177
Coaching and hands-on support for teachers	49%	306
Coaching and hands-on support for district leaders	32%	199
School culture and climate review and recommendations	40%	251
Additional funding	55%	346
Professional learning for teachers	37%	230
Professional learning for building leaders	29%	182
Professional learning for district leaders	23%	141
Other	81%	504

Table 4: Technical Assistance for Districts with a Significant Number of Labeled Schools

<i>Specific Survey Item (n=70)</i>	<i>Percentage Selecting</i>	<i>Number Selecting</i>
Site visits	49%	34
Document review/desk audit of district and school processes	33%	23
Financial audit	30%	21
Quarterly reports	24%	17
Professional learning based on schools' Comprehensive Needs Assessments	51%	36
Other	19%	13

Comprehensive Support Schools

Asked what “more rigorous” action MDE should take with Comprehensive Support Schools that are re-identified in the next cycle (most likely three years after identification), the specific-survey respondents favored connection to local resources and increased parental engagement. Other ideas include providing additional assistance through the ISDs or utilizing retired

educators as coaches. These responses suggest that respondents would like to see rigorous action take the form of both intensive community connectivity and ongoing supports from outside entities.

21st Century Community Learning Centers

Title IV funds can be used to support learning opportunities outside of school. The survey asked the importance of the criteria for funding 21st Century Community Learning Centers (Table 4). Respondents overwhelmingly thought grant recipients’ understanding of the impact of poverty on achievement was important (97%), and a vast majority also wanted recipient organizations to possess understanding of student learning styles (84%) and have established community connections and partnerships (82%). Least important to respondents were a focus on STEM (science, technology, engineering, math) and optional meal plans.

When asked to suggest additional supports to schools/districts that 21st Century Community Learning Center sub-grantees provide, respondents preferred additional counseling services, both related to academics and mental health; facilitated access to technology and transportation; and assistance with meeting basic needs.

Table 5: 21st Century Community Learning Centers*

<i>Specific Survey Item</i>	<i>Overall</i>	<i>Very Important</i>	<i>Important</i>	<i>Somewhat Important</i>	<i>Not at All Important</i>	<i>Would need more information</i>
The recipient has...						
Understanding of student learning styles (n=45)		53% (24)	31% (14)	7% (3)	4% (2)	4% (2)
Current partnership with one or more schools (n=44)		27% (12)	39% (17)	23% (10)	9% (4)	2% (1)
Established community connections and partnerships (n=45)		38% (17)	44% (20)	16% (7)	2% (1)	-
Understanding of impact of poverty on achievement (n=46)		67% (31)	30% (14)	2% (1)	-	-
Focus on STEM instruction (n=46)		11% (5)	35% (16)	37% (17)	13% (6)	4% (2)
Provides optional meal plans for students (n=46)		33% (15)	20% (9)	30% (14)	4% (2)	13% (6)

* Note: Totals may not equal 100% due to rounding. The overall graphics shown include all who indicated any level of importance (somewhat important to very important).

Summary

In total, the results show strong support for the elements of MDE’s direction around school and student supports outlined in the surveys. Responses indicate a preference for supports that are sensitive to local context and tailoring strategies to the needs identified locally in order to foster partnership.