

Michigan's Letter Grade and Ranking System

SLIP WINTER 2020 CONFERENCE



Today's Presentation

Background and Development

Accountability for Alternative Education Campuses

Accountability for Traditional Schools (A-F System)



Background and Development

Legislation Overview

Public Act 601 signed into law December 2018

Legislation requirements include:

- Annual letter grades and ranking labels for all public schools
 - No summative grade/ranking
- Identification of lowest and highest achieving schools, and schools with consistently underperforming subgroups
- Designation of alternative education campuses excluded from letter grades and rankings
 - Includes Center Programs
- Peer review panel to review and submit findings to Michigan Department of Education (MDE) and state legislature



Peer Review Panel

5 Members:

- Represent various locations and groups in Michigan
- 3 Members appointed by the Governor
- 1 Member appointed by the Senate Majority Leader
- 1 Member appointed by the Speaker of the House of Representatives

Autonomous

- Submit findings to the department and standing committees of the senate and house of representatives

Panel Actions

- Met several times to review system materials
- Final report submitted to MDE and Michigan Legislature October 31, 2019



Design and Development Approaches

Simple and understandable for parents and the general public

- Combined subjects; very little disaggregation
- Schools will earn up to five letter grades and three ranking labels

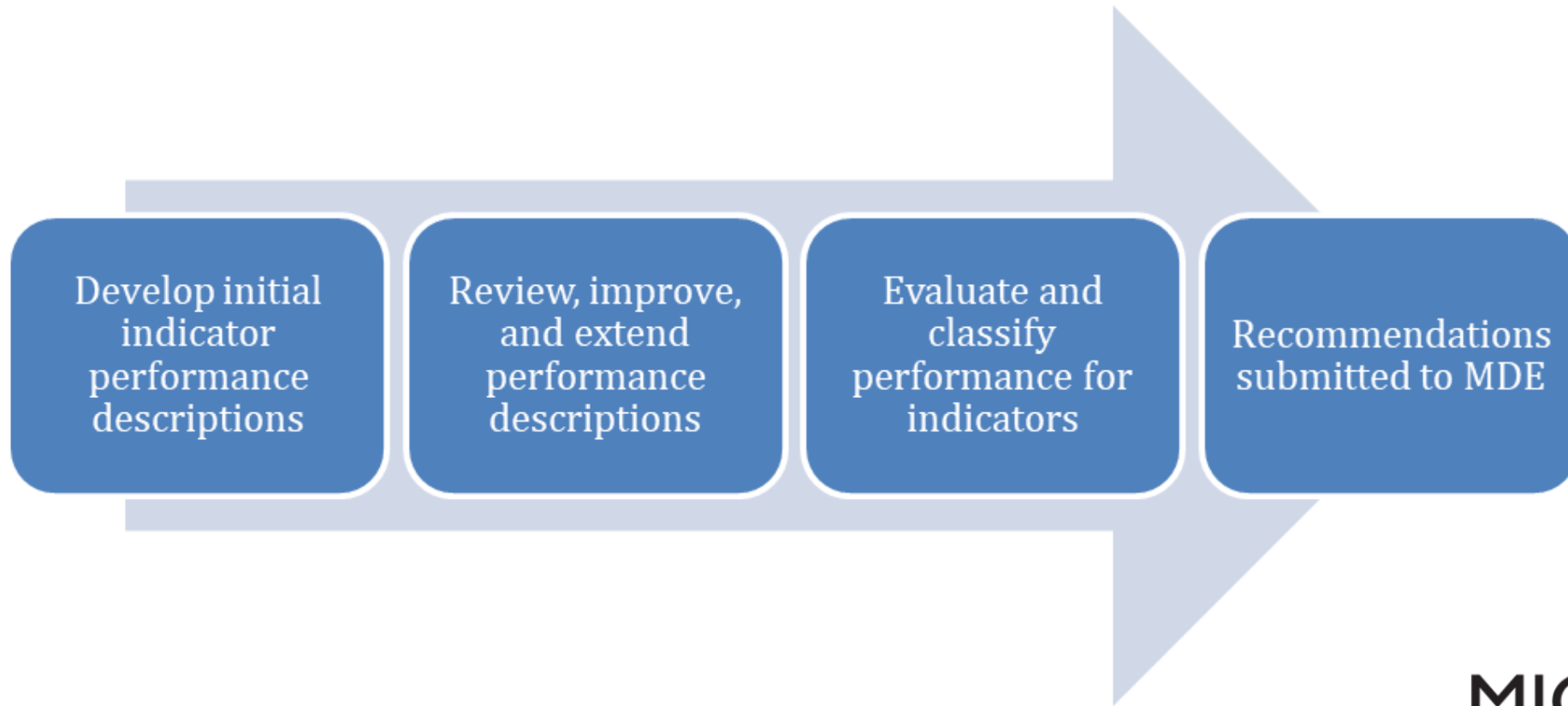
Reuse of existing policies, practices, and procedures for school and district familiarity

- Schools, districts, and other consumers of these data will need to comprehend two different accountability systems and sets of results

Align as closely as possible to existing MDE priorities and systems



Standard Setting Process



State Board of Education Involvement

SBE considered options to initial MDE-designed system

- Changes to cut scores
 - Participation
 - EL Progress
 - Graduation Rate
 - Proficiency
 - Growth
- Methodology changes
 - Variables used in peer school comparison

Accountability for Alternative Education Campuses

Alternative Education Campuses

P.A. 601 excludes some schools from receiving letter grades and ranking labels. These schools are considered alternative education campuses:

- Center programs
- Strict discipline academies
- Adjudicated youth programs
- Any other school serving a specialized student population (alternative schools)

MDE defines alternative schools using three criteria:

- Having a school emphasis of Alternative Education reported in the Educational Entity Master (EEM) data collection
- Reporting at least 90% of enrolled students in an Alternative Education Program in the Michigan Student Data System (MSDS) data collection
- Reporting as serving a grade or setting of Alternative Education in the Educational Entity Master (EEM) snapshot for the academic year



Alternative Education Campuses

In addition to our existing alternative accountability inclusion rules, the following criteria are added for alternative education campuses under P.A. 601:

- Schools that have EEM “Juvenile Detention Facility” entity type flag in Educational Settings
- Schools that have EEM “Delinquent Institution” entity type flag in Educational Settings
- Schools that have EEM “Neglected Institution” entity type flag in Educational Settings
- Schools that have EEM “Locked-Down School” entity type flag in Educational Settings
- Schools that have EEM “Residential Child Care Institution or Youth Home” (RCCI) entity type flag in Educational Settings
- Schools that have EEM “Strict Discipline Academy” entity type flag in Educational Settings
- Schools that report 90%+ of enrolled students as Students with Disabilities AND have EEM “Special Education Center Program” entity type flag in Educational Settings

Alternative Education Campus Accountability

Alternative Education Campuses receive a summary status based on:

- Whether the school is in compliance with applicable law
- Whether enrolled students are making meaningful, measurable academic progress towards educational goals

There are two summary statuses

- School meets expectations
 - Earned by schools in compliance with laws and making meaningful, measurable academic progress towards educational goals
- School does not meet expectations
 - Earned by schools not in compliance with laws and/or not making meaningful measurable academic progress towards educational goals

Accountability for Alternative Education Campuses

Alternative Schools and A-F Pre-Accountability Cycle

Michigan Department of Education

At the bottom of the page, you can save your progress and return later or submit when finished.

Contact Information

Name

Alexander Schwarz

Email Address

schwarza@michigan.gov

District

required



Accountability for Alternative Education Campuses

Applicable Law

Is the school, to the best of your knowledge, adhering to all applicable federal, state and local laws?

required

Accountability for Alternative Education Campuses

Progress

Is the school making progress towards meeting the goals set forth by its local school board?

required


Schools may have the option of choosing multiple options from a list of goals. MDE will need to determine which grades and content areas get a goal, what measures are used, and how thresholds are set for goals.

☐ In grades three through eight, did the school increase proficiency by at least 1.8 percentage points on the ELA M-STEP (or relevant applicable state assessment)?

☐ In grades three through eight, did the school increase proficiency by at least 1.8 percentage points on the MATH M-STEP (or relevant applicable state assessment)?

☐ In grades three through eight, did the school increase the mean Student Growth Percentile by at least 0.7 percentile points on the ELA M-STEP (or relevant applicable state assessment)?

☐ In grades three through eight, did the school increase the mean Student Growth Percentile by at least 0.7 percentile points on the MATH M-STEP (or relevant applicable state assessment)?

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Accountability for Traditional Schools

Letter Grade Indicators

Letter grades (A-F) assigned for the following:

- Student proficiency in math and ELA
 - Single letter grade based on combined math and ELA performance
 - Students enrolled for a full academic year (FAY)
- Students' adequate growth in math and ELA
 - Single letter grade based on combined math and ELA performance
 - Students enrolled for a full academic year (FAY)
- English Learner (EL) growth on the English language proficiency assessment
 - Based on School Index methodology – uses both proficiency and growth on WIDA
- Graduation rate
 - Using best of the 4-, 5-, or 6-year cohort rate
- Student proficiency compared to similar schools

Ranking Label Indicators

Ranking labels (Significantly Above Average, Above Average, Average, Below Average, Significantly Below Average) assigned for the following:

- Rate of chronically absent students
- Assessment participation rate
 - Single ranking based on combined math and ELA participation rates
- Student subgroup proficiency compared with corresponding statewide student subgroup proficiency

Other System Features

No summative grade or ranking label

- Schools receive up to five letter grades and three ranking labels

Indicators use aggregated student population

- EL performance comprised only of EL students
- Student subgroup comparison uses disaggregated student groups

Minimum n-size thresholds are aligned with existing accountability system rules:

- Student growth, proficiency, similar schools = 1
- EL growth, assessment participation, subgroup comparison = 30
- Graduation rate, chronic absenteeism = 10

Similar Schools

Original intent was to reuse methodology currently in place on the Parent Dashboard

- Up to 30 similar schools used to calculate an average (using z-scores)
- This will allow the same school comparisons across the accountability system and Parent Dashboard

Characteristics desired by State Board of Education:

- Percent of Free Lunch Students - 70%
- Percent of Students with Disabilities FTE - 20%
- Headcount (Student FTE) - 10%

Methodology

- Z-scores created for each characteristic
- Weights applied; aggregate created
- Schools grouped by similar grade spans, then sorted based on aggregate closeness
- Proficiency difference by subject between a school and its peers calculated then standardized



Identification of Low Performing Schools

P.A. 601 prescribes method for identifying lowest achieving public schools as Comprehensive Support and Improvement schools (CSI)

- State legislation differs from federal requirements, making necessary two sets of schools identified as lowest achieving schools

State CSI identification criteria:

- High school graduating less than 2/3 of its students
- Any school receiving the lowest grade on all of the following:
 - Student proficiency
 - Student growth
 - Similar school proficiency comparison

Total state CSI schools cannot exceed 5% of all public schools

State CSI schools are identified on the same schedule as federal CSI schools

- Next identification will be Fall 2020 using 2019-20 data



Identification of Consistently Underperforming Subgroups

P.A. 601 requires the identification of schools with consistently underperforming subgroups as described in the Every Student Succeeds Act (ESSA)

MDE has developed standards and has been using them in the existing ESSA accountability system

MDE will continue to identify consistently underperforming subgroups using the ESSA accountability system to minimize confusion



Identification of High Achieving Schools

P.A. 601 prescribes criteria for the identification of high achieving (Reward) schools

- High school with a graduation rate of at least 99%
- Any school receiving the highest grade on any of the following:
 - Student proficiency
 - Student growth
 - Similar school proficiency comparison
- Meeting any other criteria as determined by MDE
 - MDE will not identify any school as a Reward school that is already identified as a lowest performing (CSI) school or any school with identified consistently underperforming subgroups

Next Steps/Challenges

MDE development

- Formalize data structure and calculations
- Update business rules to account for changes
- Design and develop report with CEPI
- Develop supporting documentation and communications

Challenges

- School Identifications – mainly messaging
 - Overlap and disparities between fed and state systems
 - Many potential reward schools
 - Hard 5% cap – what if more than 5% of schools fit low performing criteria?
- Formulate appropriate goals for alternative education campuses, including stakeholder feedback

Scheduled for a March 2020 rollout



Thank you!

Chris Janzer
Assistant Director, Accountability
Office of Educational Assessment and Accountability
Michigan Department of Education

Alex Schwarz
Accountability Specialist
Office of Educational Assessment and Accountability
Michigan Department of Education

www.michigan.gov/mde-accountability

877-560-8378

MDE-accountability@michigan.gov

