

Michigan's Letter Grade and Ranking System

MERA 2019 FALL CONFERENCE



Quick Not-A-F Update

School Index will be available for schools to review first week of December

- MI School Data
- Public release following week
- No major changes to the system or its display
 - Minor display issues corrected
 - Sending Scores Back

Annual Education Report (AER) will also be available for schools to review first week of December

- MI School Data
- Opening later in the week
- Public release at end of following week
- No major changes to the report
 - Financial transparency reporting coming in late Spring 2020



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
- 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



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
 - Differences are computed as z-scores using the standard deviation of the student subgroup at the state level
 - Z-scores are calculated separately for ELA and math, and the average z-score of ELA and math is used
 - A comparison score is derived based on the magnitude of performance difference and the proportion of subgroups in the school pooled into three ranges of z-scores
 - Scores closer to 1 mean the school's subgroups are performing above or close to the state average
 - Scores closer to 3 mean the school's subgroups are performing farther below the state average
 - More review of this metric is occurring

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 Economically Disadvantaged Students - 70%
- Students with Disabilities FTE - 20%
- Headcount (Student FTE) - 10%

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

Alternative Education Campuses

P.A. 601 excludes some schools from receiving letter grades and ranking labels:

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

MDE defines alternative schools using two 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



Alternative Education Campus Accountability

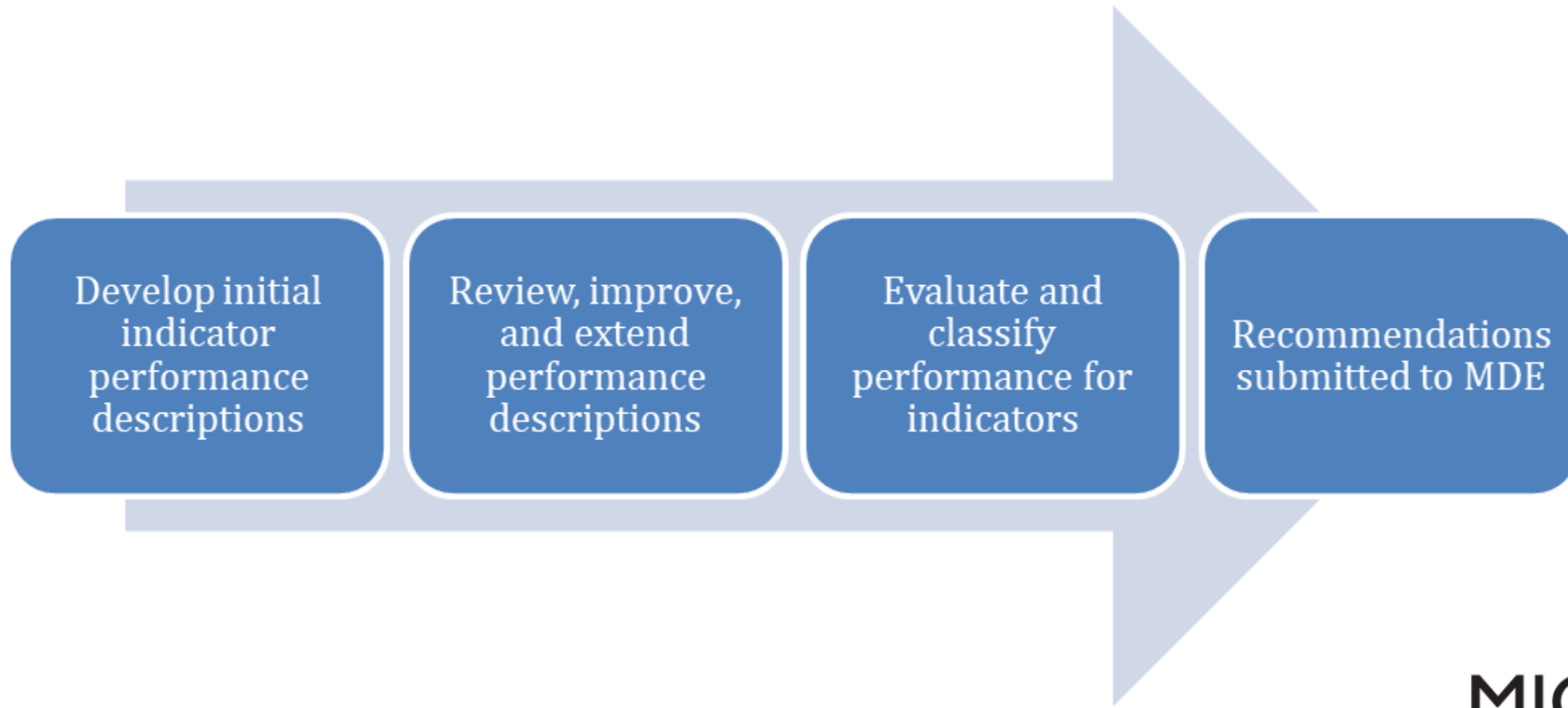
Alternative Education Campuses receive a summary status based on:

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

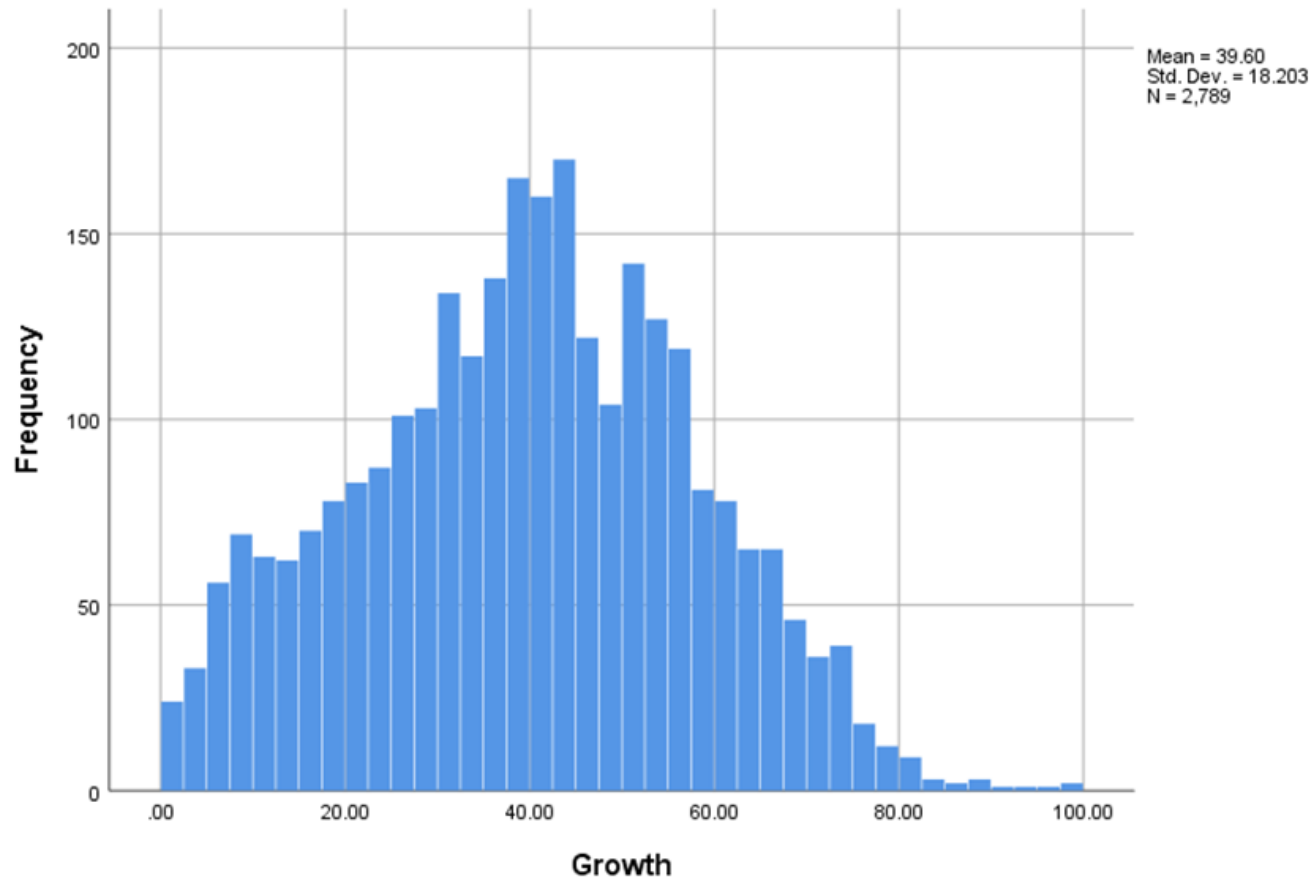
There are two summary statuses

- 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

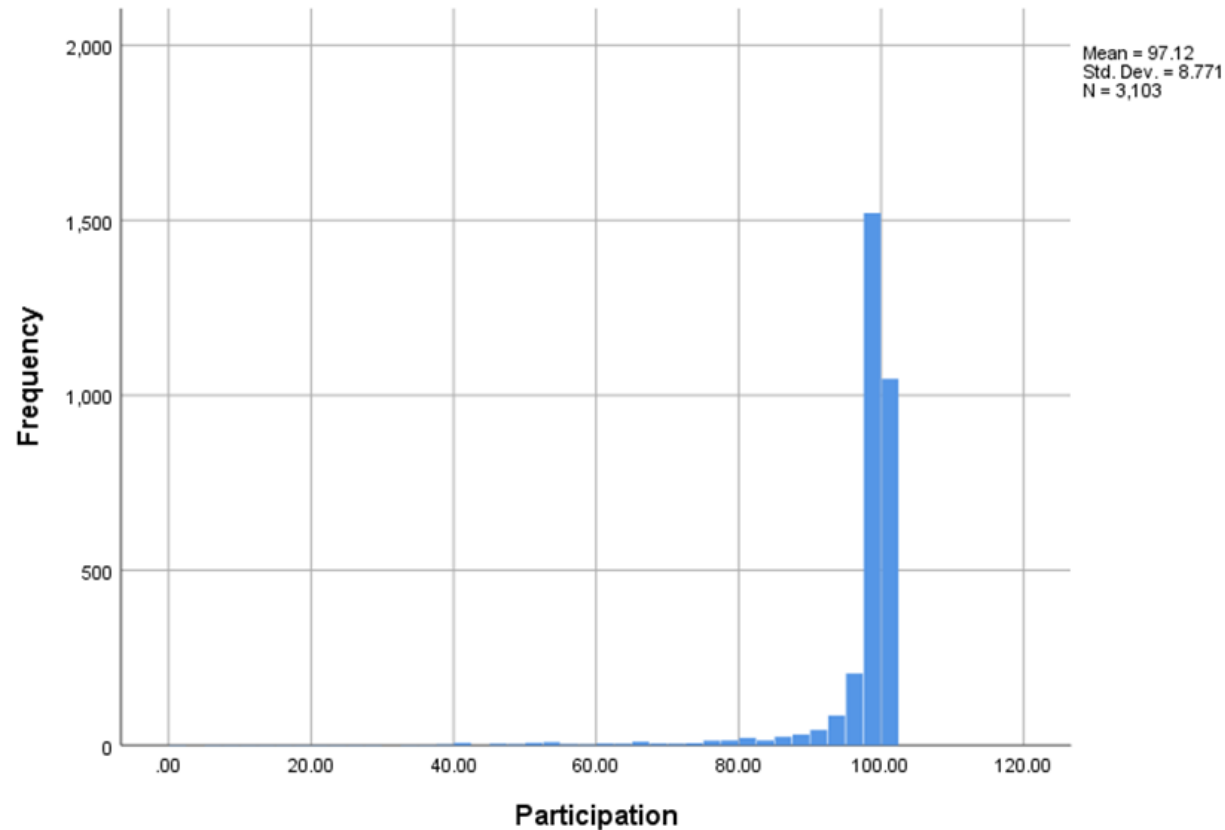
Standard Setting Process



Data Used to Inform Standard Setting



Some Indicators Presented More of a Challenge...



Standard Setting Committee Recommendations

	Minimum score required to earn an “A” or “Significantly Above Average”	Minimum score required to earn a “B” or “Above Average”	Minimum score required to earn a “C” or “Average”	Minimum score required to earn a “D” or “Below Average”
Indicator 1: Growth	58.00	48.00	36.50	19.00
Indicator 2: Proficiency	62.00	48.00	37.50	18.50
Indicator 3: English Learner Progress	61.00	51.00	39.50	18.50
Indicator 4: Graduation Rate	95.00	90.00	80.00	67.00
Indicator 5: Performance Among Peers	0.89	0.48	-0.15	-0.84
Indicator 6: On-Track Attendance	94.00	88.00	76.50	55.00
Indicator 7: Assessment Participation	96.50	94.00	91.50	86.00
Indicator 8: Subgroup Comparison to State	1.00	1.25	1.50	1.90

State Board of Education Involvement

SBE considering options to initial MDE-designed system

- Changes to cut scores
 - Participation
 - EL Progress
 - Graduation Rate (tentative)
 - Proficiency (tentative)
 - Growth (tentative)
 - Subgroup Comparison (tentative)
- Methodology changes
 - Variables used in peer school comparison
 - Subgroup comparison methodology

Cut Score Comparison (incl. Tentative)

	Minimum score required to earn an “A” or “Significantly Above Average” (Panel/SBE)	Minimum score required to earn a “B” or “Above Average” (Panel/SBE)	Minimum score required to earn a “C” or “Average” (Panel/SBE)	Minimum score required to earn a “D” or “Below Average” (Panel/SBE)
Indicator 1: Growth	58.00 / 55.00	48.00 / 40.00	36.50 / 25.00	19.00 / 10.00
Indicator 2: Proficiency	62.00 / 55.00	48.00 / 40.00	37.50 / 23.00	18.50 / 10.00
Indicator 3: English Learner Progress	61.00 / 60.00	51.00 / 45.00	39.50 / 25.00	18.50 / 10.00
Indicator 4: Graduation Rate	95.00 / 93.00	90.00 / 85.00	80.00 / 75.00	67.00 / 67.00
Indicator 5: Performance Among Peers	0.89	0.48	-0.15	-0.84
Indicator 6: On-Track Attendance	94.00	88.00	76.50	55.00
Indicator 7: Assessment Participation	96.50 / 90.00	94.00 / 80.00	91.50 / 70.00	86.00 / 60.00
Indicator 8: Subgroup Comparison to State	1.00	1.25	1.50	1.90

Preliminary Distribution – On Track Attendance

	Significantly Above Average	Above Average	Average	Below Average	Significantly Below Average
On Track Attendance	345 (10.3%)	825 (24.6%)	1054 (31.5%)	635 (19%)	488 (14.6%)

Preliminary Distributions - Participation

	Significantly Above Average	Above Average	Average	Below Average	Significantly Below Average
Participation - Original	2679 (86.3%)	135 (4.4%)	62 (2%)	72 (2.3%)	155 (5%)
Participation - SBE Modified	3010 (97%)	31 (1%)	31 (1%)	0 (0%)	31 (1%)

Preliminary Distribution – Subgroup Comparison

	Significantly Above Average	Above Average	Average	Below Average	Significantly Below Average
Subgroup Comparison	1985 (66.5%)	293 (9.8%)	327 (11%)	160 (5.4%)	218 (7.3%)

Preliminary Distributions – EL Progress

	A	B	C	D	F
EL Progress - Original	312 (28%)	165 (14.8%)	192 (17.2%)	282 (25.3%)	164 (14.7%)
EL Progress - SBE Modified	323 (29%)	268 (24%)	301 (27%)	156 (14%)	67 (6%)

Preliminary Distributions – Graduation Rate

	A	B	C	D	F
Graduation Rate - Original	434 (43.2%)	160 (15.9%)	85 (8.5%)	55 (5.5%)	271 (27%)
Graduation Rate - SBE Modified	513 (51%)	141 (14%)	60 (6%)	30 (3%)	261 (26%)

Preliminary Distributions - Proficiency

	A	B	C	D	F
Proficiency - Original	460 (15.3%)	678 (22.6%)	647 (21.5%)	727 (24.2%)	494 (16.4%)
Proficiency - SBE Modified	782 (26%)	872 (29%)	751 (25%)	391 (13%)	240 (8%)

Preliminary Distributions - Growth

	A	B	C	D	F
Growth - Original	438 (15.7%)	494 (17.7%)	692 (24.8%)	744 (26.7%)	421 (15.1%)
Growth – SBE Modified	586 (21%)	837 (30%)	753 (27%)	446 (16%)	195 (7%)

Preliminary Distribution – Peer Comparison

	A	B	C	D	F
Peer Comparison	445 (15%)	345 (11.6%)	812 (27.3%)	884 (29.7%)	487 (16.4%)

Next Steps

SBE meeting in December

- Decisions finalized?

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

Scheduled for a March 2020 rollout

Thank you!

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