

2016 Michigan Accountability Scorecard Information

KEY POINTS:

- 1) The state assessments are only one measure at one point in time. These assessments provide administrators, teachers, parents and students with summative data, whereas classroom assessments can provide day-to-day formative data regarding student learning.
- 2) Curriculum, instruction, and other achievement measures should be considered when analyzing state assessment results.

Appeals due on November 14 by 5 p.m.

Michigan Accountability Scorecard - Components

- Schools will **not** be identified nor receive Focus or Priority labels for 2015-16 by MDE.
- Color coding system (purple, green, lime, yellow, orange and red) to indicate district/school performance.
- All subjects: ELA (grades 3-8 & 11); Science (grades 4, 7 & 11) and Social Studies (5, 8 & 11)
- Requirements:
 - Participation – testing at least 95.00%
 - Required for all students & subgroups with at least 40 students
 - Subgroups with 30-39 students, no more than 2 students can be counted as not tested
 - Proficiency – include full academic year students
 - Meet school/district targets per content area
 - Includes Provisional Proficient and Growth Proficient (SGPs)
 - Met for all students & subgroups
 - Graduation rate – 80.00%
 - four-year on-time cohort for the class of 2016
 - five-year rate
 - six-year rate
 - Improvement target = (Gap *0.25)
 - Attendance – 90.00% all students
 - Improvement target = 10% over previous year
 - Completion of Educator Effectiveness ratings and Teacher-Student data link (5% of total points)
 - Compliance factors (5% of total points)

Michigan Accountability Scorecard - Details

- Differentiated proficiency targets for district and buildings (all subjects):
 - Targets reset based on 2015-16 results
- Student Growth Percentiles – compare students' scores compared to other students with similar prior test scores.

Michigan Accountability Scorecard – Details (cont.)

- A statistical adjustment was used to account for measurement error in order to improve the reliability (Provisionally Proficient).
- Full Academic Year (FAY) for proficiency
- Includes: Fall 2015 MSDS; Spring 2016 MSDS and June 2016.
- Districts and buildings also receive participation and proficiency status for subgroups:
 - Bottom 30, Race/Ethnicity, Students with Disabilities, English Language Learners (ELL), Economically Disadvantaged (ED), and Shared Educational Entity students [district level only]
- The minimum subgroup size is 30 students
- Multiple-year averaging includes a two-or three-year averages if a district/building does not make “target” using the most recent state assessment results. (ELA is only up to two years given available data.)

Top to Bottom Ranking

- Statewide ranking of ALL schools
- Reward schools (identified 2015-16)
 - Top 5%
 - Schools with highest improvement rate and
 - Beating the Odds schools
- Focus Schools and Priority Schools
 - NOT identified for 2015-16
- Components
 - Achievement (2 year average)
 - Improvement in achievement (2 year average for 3-8 ELA or 4 year slope for science, social studies and grade 11)
 - Achievement gap between top 30% versus bottom 30% of students (2 year average)
 - Graduation
 - Overall graduation rate
 - Improvement in graduation rate over time
 - All subjects: ELA (grades 3-8 & 11); Science (grades 4, 7 & 11) and Social Studies (5, 8 & 11)

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Useful Websites:

- Michigan Accountability Scorecard and Top to Bottom Rankings (public): www.mischooldata.org
- BAA Secure Site (file appeals): <https://baa.state.mi.us/BAASecure/Login.aspx>
- State assessment results: www.mi.gov/baa
- Michigan Department of Education (MDE) – Top to Bottom: www.mi.gov/ttb
- Official Elementary and Secondary Education Act Reauthorization: <http://www.ed.gov/esea>
- Michigan School Public Relations Association (MSPRA): www.mspra.org
- Learning First Alliance: www.learningfirst.org

Possible Talking Points:

Accountability Scorecards and Top to Bottom Ranking

District:

Scorecard color: _____
Participation: _____
Proficiency: _____
Graduation/Attendance: _____
Education Effectiveness/Teacher-Student Data Link: _____
Compliance factors: _____

Buildings:

Scorecard colors: _____
Participation: _____
Proficiency: _____
Graduation/Attendance: _____
Education Effectiveness/Teacher-Student Data Link: _____
Compliance factors: _____

Analysis Questions:

What are the implications of the 2016 Michigan Accountability Scorecard for our school building and district?

What school improvement initiatives were implemented during the 2015-1611 school year?

Describe the impact of these initiatives on student achievement: _____

How does this impact our future planning?

Additional thoughts and/or key points to make with community, parents, students, staff, and/or media:
