

## Accountability Update



Michigan Department of Education



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## Accountability Components

- Adequate Yearly Progress (AYP)
  - ▶ No Child Left Behind Act
- State Accreditation –  
*Education YES!*
  - ▶ Michigan Revised School Code



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## Adequate Yearly Progress

- Achievement - Proficiency
  - Meet state objective or "safe harbor" target for improvement
  - Must meet in both Math and English Language Arts
- Participation - 95% tested
  - Must meet in both Math and English Language Arts
- Additional Academic Indicator
  - Graduation Rate – high schools
  - Attendance – elementary and middle schools



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## Student Groups for AYP

- Racial/Ethnic Groups
  - ▶ Black or African American
  - ▶ American Indian or Alaska Native
  - ▶ Asian, Hawaiian Native, or Pacific Islander
  - ▶ Hispanic or Latino
  - ▶ White
  - ▶ Multiracial
- Limited English Proficient
- Students With Disabilities (Special Education)
- Economically Disadvantaged




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## 50 "cells" for AYP

	Achievement		Participation		Additional Indicator - Attendance or Graduation
	ELA	Math	ELA	Math	
Whole School					
Racial/Ethnic Groups	Black or African American				
	American Indian or Alaska Native				
	Asian American Native Hawaiian or Other Pacific Islander				
	Hispanic or Latino				
	Caucasian or White				
	Multiracial				
	Limited English Proficient				
Students With Disabilities					
Economically Disadvantaged					




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## Scores Used for AYP

- The scores of all tested students must be used in the AYP determination
- Valid scores in English language arts and mathematics cannot be ignored




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## AYP Participation

- Aggregate percent tested across all grades tested at the school

$$\frac{\text{Total Number Tested (grades 3+4)}}{\text{Total Number Enrolled (grades 3+4)}}$$



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## AYP Proficiency

- Aggregate percent proficient across all grades tested at the school

$$\frac{\text{Total Number Proficient (grades 3+4)}}{\text{Total Number Tested (grades 3+4)}}$$



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## Michigan Performance Standards

- Set by Panels of Michigan educators and citizens, approved by State Board
- Panels will start with cut scores from 2004-05 impact data
- Panelists will develop vertically articulated standards across grades
- The difficulty at a particular grade level will be very similar to the difficulty at adjacent grade levels



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## AYP Targets - Options

- Set a single separate AYP target for elementary (3-5) and a single AYP target for middle school (6-8)
- Set separate statewide AYP targets for each grade, and combine the grade level targets into a school target using a weighted average of the targets for the grades tested at the school




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## Michigan AYP Targets

	2002-04	2004-07	2007-10	2010-11	2011-12	2012-13	2013-14
<b>Elementary</b>							
Mathematics	47%	56%	65%	74%	82%	91%	100%
ELA	38%	48%	59%	69%	79%	90%	100%
<b>Middle School</b>							
Mathematics	31%	43%	54%	66%	77%	89%	100%
ELA	31%	43%	54%	66%	77%	89%	100%
<b>High School</b>							
Mathematics	33%	44%	55%	67%	78%	89%	100%
ELA	42%	52%	61%	71%	81%	90%	100%




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## AYP Target Example K-5

- Separate Targets
  - ▶ AYP based on grades 3-5 compared to elementary target
- Grade Level Targets
  - ▶ AYP based on grades 3-5 compared to average of targets for grades 3, 4, and 5




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## AYP Target Example 6-8

- Separate Targets
  - ▶ AYP based on grades 6-8 compared to middle school target
- Grade Level Targets
  - ▶ AYP based on grades 6-8 compared to average of targets for grades 6, 7, and 8



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## AYP Target Example K-8

- Separate Targets
  - ▶ AYP based on grades 3-5 compared to elementary target
  - ▶ AYP based on grades 6-8 compared to middle school target
- Grade Level Targets
  - ▶ AYP based on grades 3-8 compared to average of targets for grades 3, 4, 5, 6, 7, and 8



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## AYP Targets Decision

- The State Board of Education is scheduled to discuss the issue
  
- Federal approval of Michigan's revised Accountability Workbook will be needed



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## Group Size

- ALL schools are given an AYP status
- Group Size applies to subgroups – NOT to all students
- A minimum group size of 30 will still be used for participation



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## Minimum Group Size Options

- Increasing the minimum N from 30 to 40 or 50 and applying this to each grade level separately.
- Moving to a group size of 30 students per grade level tested and adding the group sizes up (30 x number of grades 3-8 tested in the building).
- Higher minimum N with a Percentage of Grade Range Enrollment;
- Higher minimum N with Percentage of Total Enrollment.
- Keep 30 or 1% Percent of Total Enrollment



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## Full Academic Year

- Current Definition
  - ▶ Students enrolled in the school for the two most recent semi-annual official count days
  - ▶ Students in their first year in a school because of the grade structure of the school if the student was, in the previous year, enrolled in another school in the same district
    - for example, a student "graduating" from a K-4 elementary school to a 5-8 middle school
- MDE may seek amendment for 2005-06



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## AYP and Students with Disabilities

- Federal Rules – 1% cap – 2003
- Federal Flexibility - 2005
  - ▶ Michigan was one of 3 states approved to use an existing test
- New Federal Proposed Rules
  - ▶ Expected this fall



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## AYP and Students with Disabilities

- For 2005-06 we EXPECT that:
  - ▶ ALL Functional Independence assessments will count as proficient with no local cap
  - ▶ Participation and Supported Independence Assessments will be subject to the 1% district level cap
  - ▶ New applications will be needed for exception to the 1% cap



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## AYP Reminders

- Students Reported in an Ungraded Setting
- Adjustment for Measurement Error to Improve AYP Reliability
- Small Schools
- Nonstandard Accommodations
- AYP and Alternate Performance Standards



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## Age to Grade Conversion for Ungraded Students

Age	Grade
9	3
10	4
11	5
12	6
13	7
14	8
17	11




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## AYP Reliability Margin of Error

- Sources of Error
  - ▶ Measurement Error - APPROVED
    - Would the student score the same if tested again?
    - Standard Error of Measurement
  - ▶ Sampling Error – NOT APPROVED
    - Does the sample of students tested reflect the whole school?
    - Standard Error of Proportion with Finite Sampling Error Correction




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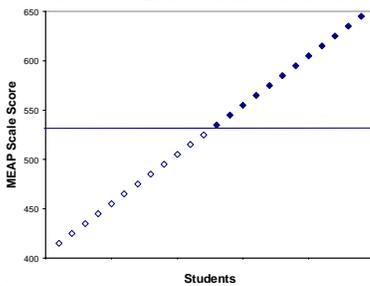
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## Score Distribution




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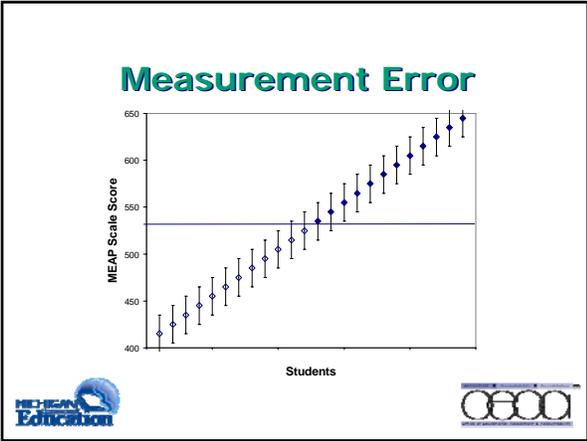
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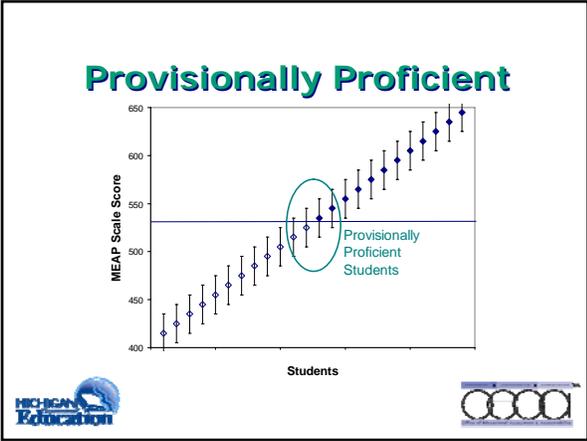
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### Provisionally Proficient Students – ELA 2005

- ELA Grade 4
  - ▶ ELA Scale Score is at or above 508 and Reading Scale Score is at or above 478 and Writing Scale Score is at or above 475
- ELA Grade 7
  - ▶ ELA Scale Score is at or above 499 and Reading Scale Score is at or above 466 and Writing Scale Score is at or above 480

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## Provisionally Proficient Students – Math 2005

- Grade 4 Math
  - ▶ Math Scale Score is above 510 and Math Scale Score is at or below 550
- Grade 8 Math
  - ▶ Math Scale Score is above 501 and Math Scale Score is at or below 559



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## State Accreditation

- *Education YES! Achievement*
- Indicators of School Performance



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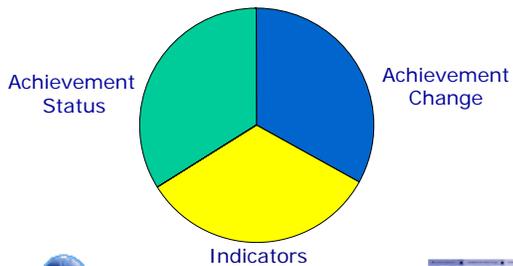
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## Education YES! 2004-05



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### **Education YES! Achievement**

- New cut scores will be set for Achievement Status
- MDE will explore options for reporting Achievement Change



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### **Accreditation Options Presented to State Board**

- Accredited Exemplary
- Accredited
- Unaccredited Improving
- Unaccredited



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### **Accreditation Options**

- Label for a school's accreditation status
- Letter grades for achievement and for the school's accreditation status
- Combine letter grades for achievement and labels for accreditation status



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## Unified Approach for AYP and Education YES!

Education YES! Composite Score	A	B	A
	B	B (iv)	B
	C	C (iii)	C
	D	D/Alert (ii)	C
	F	Unaccredited (i)	D/Alert (ii)
		<i>No AYP</i>	<i>Makes AYP</i>

(i) – (iv) – Priorities for Assistance




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## School Improvement Framework

- Teaching & Learning
- Leadership
- Personnel and Professional Learning
- School and Community Relations
- Data and Information Management




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## Indicators of School Performance

- New rubrics being developed based on the School Improvement Framework
- New School Self-Assessment based on the new rubrics
- School Self-Assessment will be combined with hard data




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## Indicators Schedule

- October 2005
  - ▶ Rubric Development
- November 2005
  - ▶ Field Testing
- January 2005
  - ▶ Software Testing and Training
- February 2005
  - ▶ Data Collection



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## Appeal Timelines

- Elementary and Middle Schools
  - ▶ Appeal Window Opens late Spring
  - ▶ Appeals close 30 days later
- High Schools and District AYP
  - ▶ Appeal Window Opens mid-June
  - ▶ Appeals Close mid-July



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## Appeals Issues

- Demographics Mismatches
- Enrollment Adjustments
  - ▶ Students that "exit" between count date and the end of the testing window



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## A Peek Toward 2007

- Measurement of Growth in adjacent grades
  - ▶ May be part of *Education YES!*
  - ▶ Federal Growth Task Force
- Michigan Merit Examination
  - ▶ Single test administration date with single makeup date
  - ▶ Students testing at 10<sup>th</sup> graders in 2005-06 will need to test with MME in spring 2007



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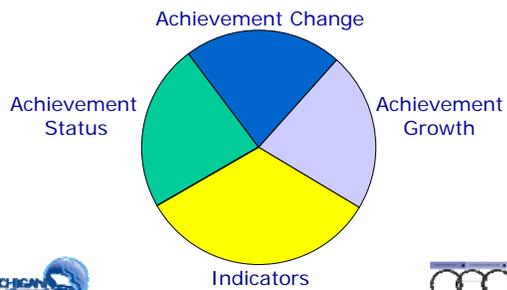
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## Education YES! 2006-07 and After



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## Contact Information

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