

Michigan's School Accreditation System: *From Education YES to MI-SAS*



4/2/2009

Education YES! History

- Developed in 2002.
- Catch phrase: Education YES! - *Yardstick for Excellent Schools.*
- Began with accreditation update.
- NCLB/AYP info included.



Why Redesign the System?

- Consequences of accreditation and AYP are not aligned.
- Current system shifted emphasis from Michigan requirements to federal requirements.
- Michigan's current system needs additional clarity, and usefulness.
- Parents, educators and employers want and deserve an understandable one-stop information system.



Michigan **Needs More** than NCLB

- NCLB does not distinguish between schools making progress but missing one or two of the 40+ requirements -- and those not making progress and missing many or most.
- Michigan needs an improved way to identify schools that are in critical need of support and intervention.



Process Used

-  Stakeholder group was convened.
-  Monthly meetings for more than a year.
-  Recommendation made to State Superintendent (10/31/08).



Overview of MI-SAS

- MI-SAS will be a transparent accreditation system using a dashboard-style report rather than a single letter grade.
- MI standards determine accreditation.
- Recognition of academic progress and success in all core subjects.
- Recognition that 5 and 6 year graduation rates are successes.
- Schools will be able to calculate their accreditation status.



Components of MI-SAS

■ Four components:

- Student Achievement
- Compliance with Michigan Statute
- Annual State Accreditation Status, and
- Additional School, District, Community and State Information.



Student Achievement: Proficiency

- Proficiency will be calculated only for those students attending the school for a full academic year.
- Grade 3-9 students will be assigned to the “feeder school” where they learned during the year prior to testing.
- Proficiency is based on MEAP and MI-Access or MME and MI-Access.



Student Achievement: Performance Level Change

Achievement “growth” can be calculated only where a Grade 3-8 student has been tested in consecutive years (ie, ELA and Math).

Grade X MEAP Achievement		Grade X + 1 MEAP Achievement											
		Not Proficient			Partially Proficient			Proficient			Advanced		
		Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High
Not Proficient	Low	M	I	I	SI	SI	SI	SI	SI	SI	SI	SI	SI
	Mid	D	M	I	I	SI	SI	SI	SI	SI	SI	SI	SI
	High	D	D	M	I	I	SI	SI	SI	SI	SI	SI	SI
Partially Proficient	Low	SD	D	D	M	I	I	SI	SI	SI	SI	SI	SI
	Mid	SD	SD	D	D	M	I	I	SI	SI	SI	SI	SI
	High	SD	SD	SD	D	D	M	I	I	SI	SI	SI	SI
Proficient	Low	SD	SD	SD	SD	D	D	M	I	I	SI	SI	SI
	Mid	SD	SD	SD	SD	SD	D	D	M	I	I	SI	SI
	High	SD	SD	SD	SD	SD	SD	D	D	M	I	I	SI
Advanced	Low	SD	SD	SD	SD	SD	SD	SD	D	D	M	I	I
	Mid	SD	SD	SD	SD	SD	SD	SD	SD	D	D	M	I
	High	SD	SD	SD	SD	SD	SD	SD	SD	SD	D	D	M

SD = Significant Decline	M = Maintaining	I = Improvement
D = Decline		SI = Significant Improvement

Student Achievement K-8

- Add up achievement levels for all grades for the four core subjects: ELA, Math, Social Studies, and Science.
- For each subject, total:
 - Students testing proficient but not improving,
 - Students improving but not proficient, and,
 - Students who are BOTH proficient and improving.
- Divide by total tested to get percent proficient.



Student Achievement High School

- Add up achievement levels for the four core subjects: ELA, Math, Social Studies, and Science.
- For each subject, total:
 - Number of students testing proficient, and
 - Number of students provisionally proficient (within a margin of error).
- Divide by total tested to get the percent proficient.



MI-SAS Accreditation Status

- The following proficiency standards determine a school's status:
 - **ACCREDITED:** No more than one subject below 60% proficient and no subjects below 35%
 - **INTERIM STATUS:** Two or more subjects lower than 60% proficient but not lower than 35%
 - **UNACCREDITED:** One or more subjects lower than 35%



Compliance with Michigan Statute

- Eight requirements have “yes”/“no” answers
 - 1) Do 100% of school staff, as required, hold MI certification?
 - 2) Is the school’s annual School Improvement Plan published?
 - 3) Are required curricula offered?
 - Grade Level Content Expectations in grades K-8
 - Michigan Merit Curriculum in grades 9-12
 - 4) Is a fully compliant Annual Report published?
 - 5) Have the School Performance Indicators or equivalent been submitted?
 - 6) Are literacy and math tested annually in grades 1-5?
 - 7) Is the high school 6-year graduation rate 80% or above?
 - 8) If the school was selected to participate in NAEP, did the school do so?
- If the answer is “no” (to any question) in two consecutive years, the accreditation status is lowered one level.

Calculation Example

(Once final will be professionally formatted)

School: **Jones Middle School**
 District: Anytown, Michigan
 Year: 2007-08

Accredited

Elements Leading to Accreditation Status:
STUDENT ACHIEVEMENT

	ELA	Math	Science	S Studies
% Proficient	59%	10%	49%	63%
% Positive PLC*	6%	25%		
% Both Prof & PLC+		23%	30%	
Combined Percent	88%	65%	49%	63%

COMPLIANCE

Teacher Cert 100%	Plan Published	Curriculum	Self Assessment
Grad 80%	Report Published	Test 1-5	NAEP

School Explanatory Comments:

Jones' school improvement plan has added "writing across the curriculum" units and believes this will improve its science scores.

* Performance Level Change

SCORES

	ELA	Math	Science	Soc Stud
Proficient only	100	17	83	107
Proficient & PLC Both	40	50		
PLC only	10	43		
Not Prof/ Not PLC	20	60	87	63

Percentages

	Proficient only	Improved only	Both	Total
ELA	100 (59%)	+ 10 (6%)	+ 40 (23%)	= 150 (88%)
Math	17 (10%)	+ 43 (25%)	+ 50 (30%)	= 110 (65%)
Science	83 (49%)			= 83 (49%)
Soc St	107 (63%)			= 107 (63%)

ASSIGNING STATUS:

- One subject (Science) is below 60%
- No subject is below 35%
- This points to **ACCREDITED**
- All legal compliance requirements are met, so no downward adjustment is made.

Calculation Example

(Once final will be professionally formatted)

School: **Smith Elementary**
 District: Anytown, Michigan
 Year: 2007-08

Interim Status

Elements Leading to Accreditation Status: STUDENT ACHIEVEMENT

	ELA	Math	Science	S Studies
% Proficient	21%	44%	67%	39%
% Positive PLC	4%	11%		
% Both Prof & PLC	29%	20%		
Combined Percent	54%	75%	67%	39%

COMPLIANCE

Teacher Cert 100%	Plan Published	Curriculum	Self Assessment
Grad 80%	Report Published	Test 1-5	NAEP

School Explanatory Comments:

Smith's school improvement plan has added literacy and writing units and believes this will improve its English Language Arts scores.

* PLC = Performance Level Change

SCORES

	ELA	Math	Science	Soc Stud
Proficient only	105	220	90	50
Improved Only	20	55		
Proficient & Improved	145	100		
Not Proficient or Improved	230	125	45	77
Total	500	500	135	127

Percentages

	Proficient only	Improved only	Both	Total
ELA	105 (21%)	+ 20 (4%)	+ 145 (23%)	= 270 (54%)
Math	220 (44%)	+ 55 (11%)	+ 100 (20%)	= 375 (75%)
Science	90 (67%)			= 90 (67%)
Soc St	50 (39%)			= 50 (39%)

ASSIGNING STATUS:

- Two subjects are below 60% but above 35%
- This points to Interim Accredited
- All legal compliance requirements are met, so no downward adjustment is made.

Calculation Example

(Once final will be professionally formatted)

School: **Brown High School**
 District: Anytown, Michigan
 Year: 2007-08

Unaccredited

Elements Leading to Accreditation Status:
STUDENT ACHIEVEMENT

	ELA	Math	Science	S Studies
% Proficient	51%	25%	28%	40%
% Provisional Prof	10%	8%	6%	15%
Combined Percent	61%	33%	34%	55%

COMPLIANCE

Teacher Cert 100%	Plan Published	Curriculum	Self Assessment
Grad 80%	Report Published	Test 1-5	NAEP

School Explanatory Comments:

Brown's school improvement plan has added additional supports for students struggling with math and professional development for math teachers.

* PLC = Performance Level Change

SCORES

	ELA	Math	Science	Soc Stud
Proficient only	102	50	56	78
Provisional Proficient	20	16	12	29
Not Proficient or Improving	78	134	132	88
Total	200	200	200	195

Percentages

	Proficient only	Improved only	Total
ELA	102 (51%)	+ 20 (10%)	= 122 (61%)
Math	50 (25%)	+ 16 (8%)	= 66 (33%)
Science	56 (28%)	+ 12 (6%)	= 68 (34%)
Social Studies	78 (40%)	+ 29 (15%)	= 107 (55%)

ASSIGNING STATUS:

-  Two subjects (Math and Science) are below 35%
-  This points to **UNACCREDITED**
-  All legal compliance requirements are met, so no downward adjustment is made.

Annual State Accreditation Status

Accredited	Meets Michigan standards and makes AYP
Interim Status	Meets all Michigan standards but does not make AYP OR meets MI standards for Interim, may or may not make AYP
Unaccredited	Does not meet Michigan standards and may or may not make AYP

Additional School, District, Community, and State Info

- District Context (infrastructure)
 - Financial, Feeder-System, Enrollment
- People/Programs (resources)
 - Staffing, Program Availability & Participation
- Results (student performance)
 - AP/Dual Enrollment, English Language Learners, Dropouts, Grade Retention
 - NCA Accreditation (if earned)
 - ACT College Readiness, Workforce Readiness
- NCLB/ESEA Report



School: Jones Middle School
 District: Anytown, Michigan
 Year: 2007-08

Accredited

Elements leading to Accreditation Status:

STUDENT ACHIEVEMENT

	ELA	Math	Science	S Studies
% Proficient	59%	10%	49%	63%
% Positive PLC	6%	25%		
% Both Prof&PLC+	23%	30%		

Combined Percent **88** **65** **49** **63**

COMPLIANCE

Teacher Cert 100% Plan Published Curriculum Self Assessment
 Grad 80% Report Published Test 1-5 NAEP

School Explanatory Comments:

Jones' school improvement plan has added "writing across the curriculum" units and believes this will improve its science scores.

* PLC = Performance Level Change

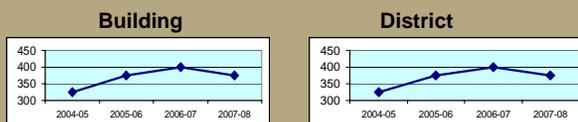
Other Information Not Used In Accreditation Calculation

District Context

DISTRICT FINANCIAL DATA

	State Avg	District		Average Tchr Salary
Other	\$4245	\$3400		\$50,000
Foundation	\$7980	\$7540	4	Instruct as % of Operating
	Per Pupil Funding	Sp Ed Summary		65%

ENROLLMENT TRENDS



FEEDER schools:

Neuroth Elementary (74%) Unaccredited No AYP
 Bielawski Elementary (12%) Interim Accred AYP
 Vaughn Elementary (10%) Accredited AYP
 Other In-district (3%) Other Out-of-district (1%)

People/Programs

STAFFING DATA

Teacher/Student Ratio	% of Teachers Profess
1/25	96%

PROGRAM PARTICIPATION

CTE %: Participating	Concentrating	Completing
NA	NA	NA

POPULATIONS SERVED



NCLB Performance

HQT %	4-yr Grad Rate Or Elem attend	Made AYP?
97%	NA	Yes
Title I Status	AYP Phase	Students Tested
Yes	0	98%

Success Indicators

POST-SECONDARY READINESS

Applied to Post-Sec	ACT College Readiness	Workforce Readiness
NA	NA	NA

COMPLETION – SUCCESS RATES

Dual Enrollment	Grad Rate w/ 6 yrs	Dropout Rate
NA	NA	5%
Success w/ Eng Lang Lrnrs	Blue Ribbon School	9th Grade Promotion Rate
80%	2008	70%

SCHOOL CHOSEN DATA

Title I Distinguished	Blue Ribbon School	MdGinity At/Above Grade Level
		90%



School: Jones Middle School
 District: Anytown, Michigan
 Year: 2007-08

DRILLING DOWN BY CLICKING ON DISPLAY ELEMENTS

Accredited

ACCREDITED means this school has one or no subjects in which overall percent of students either GROWING ADEQUATELY or PROFICIENT is less than 60%

Elements leading to Accreditation Status:

STUDENT ACHIEVEMENT

	ELA	Math	Science	S Studies
% Proficient	59%	10%	49%	63%
% Positive PLC	6%	25%		
% Both Prof&PLC+	23%	30%		

POSITIVE PLC means . . .

Combined Percent

This overall percentage includes these results disaggregated by grade:

Science 3
 Science 4
 Etc.

COMPLIANCE

Teacher Cert 100% Plan Published Curriculum Self Assessment

Grad 80% Report Published Test 1-5 NAEP

GRADUATION RATE is calculated by ...
 This school's graduation rate is:

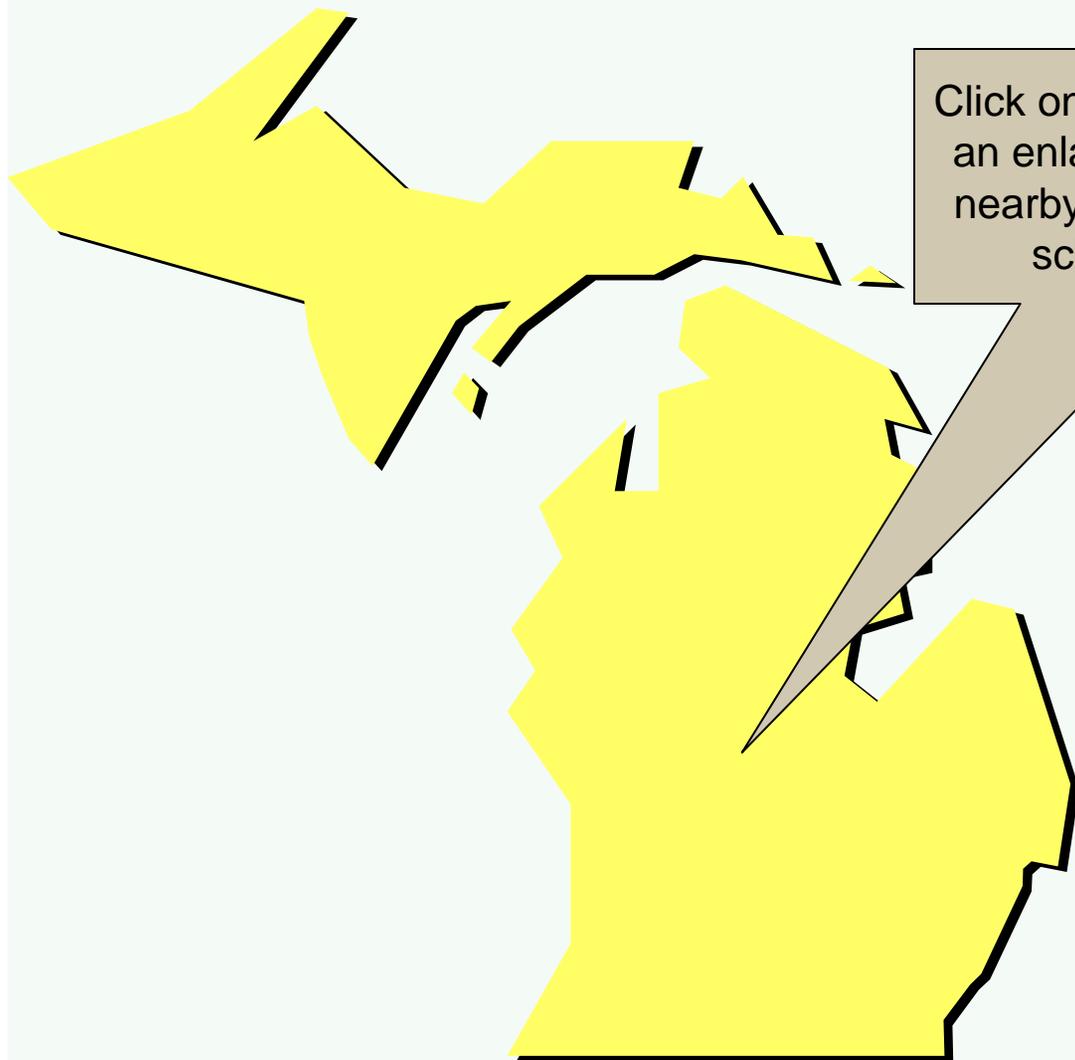
The standard for acceptable graduation rates for MI-SAS accreditation is 80%

School Explanatory Comments:

Jones' school improvement plan has added "writing across the curriculum" units and believes this will improve its science scores.

* PLC = Performance Level Change

Display Includes a Geographic Access Tool



Click on a county to zoom in to an enlarged map. Click on a nearby school to access that school's report card.



Next Steps

- Distribute proposed MI-SAS standards to all schools
- Gather public input
 - Web-based public input
 - Presentations at state-wide meetings
- Review testimony, revise as needed
- Re-submit to Superintendent and State Board for approval
- Submit to House and Senate Education Committees
- Implement MI-SAS for 2009-2010.



Thanks to the Referent Group

- Mike Addonizio, Wayne State University
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- Greg Bishop, Michigan Association of Secondary School Principals
- Lois Doniver, Michigan AFT
- Bruce Fay, Wayne County RESA
- Kevin Hollenbeck, Upjohn Institute
- Aggie Kubrak, Middle Cities Education Association
- Carolyn Logan, Michigan Education Association
- Bill Miller, Michigan Association of Intermediate School Administrators
- Karen Mlcek, Michigan Association for Supervision and Curriculum Development
- Jamie San Miguel, Michigan Alternative Education Organization
- Kathy Sergeant, North Central Association Commission on Accreditation and School Improvement
- Deb Squires, Michigan Association of School Boards/PTSA
- Tony Thaxton, Michigan Association of Administrators of Special Education
- Kimberly Wells, CMU Center for Charter Schools
- Sue Zurvalec, Michigan Association of School Administrators



MDE Staff on Referent Group

- Paul Bielawski, Educational Assessment and Accountability
- Jan Ellis, Communications
- Linda Forward, School Improvement
- MaryAlice Galloway, Superintendent's Office
- Linda Hecker, School Improvement
- Fran Loose, Special Education Elaine Madigan, School Finance & School Law
- Joseph Martineau, Educational Assessment and Accountability
- Joann Neuroth, School Improvement
- Bruce Umpstead, Educational Technology
- Betty Underwood, School Improvement
- Sally Vaughn, Deputy Superintendent



Public Input

- www.michigan.gov/MI-SAS
 - View PowerPoint, document, video
 - Answer survey questions
- MISASquestions@michigan.gov
 - Email questions
 - Podcast update will respond

