Accountability Systems Details

MINUTIAE OF MICHIGAN'S ACCOUNTABILITY SYSTEMS INCLUDING 1% CAP WAIVERS, FLEP, FSE, SEES, AND MSDS REPORTING

2015 DAS FALL Conferences for Assessment and Accountability
Michigan Department of Education

MICHIGAN Education

Today's Presentation

- Accountability Updates
- Accountability Systems Transitions
- 1% MI-Access Cap for Scorecards
- Formerly SE Students for Scorecards
- Formerly LEP Students for Scorecards
- Full Academic Year Status
- MSDS Reporting

Accountability Update

- USED Approved Michigan's ESEA Flexibility Waiver Renewal
- Public Scorecards & Rankings will not be released for 2014-15
- Draft Scorecards are anticipated to be available in the Secure Site in November
- New Priority and Focus Schools will not be identified until 2016-17

1% Cap for MI-Access

SCORECARD TOPIC:

WAYS TO HELP INCREASE YOUR SE SUBGROUP PROFICIENCY RATES

What is the 1% Cap for MI-Access?

- MDE must cap the percent of *proficient* student scores to 1% by content area for students taking an alternate assessment.
- Applies to MI-Access only.
- Caps proficient student scores for accountability purposes only.
- If the number of proficient MI-Access student scores exceeds the district cap, those above it will be considered not proficient for Scorecard purposes.
- Applies to Scorecards only (not Top-to-Bottom Rankings).

Background on the 1% MI-Access Cap

- The 1% Cap is actually a point of federal flexibility for the calculation of Accountability Scorecards that allows students taking alternate tests that are proficient to count as such for Accountability Scorecards
- Without this flexibility, scores would have to be calculated from the standard content standards instead of the alternates.
- Later, additional flexibility was provided to allow 1% Cap Exceptions (through the application process described in this document).

What does the 1% MI-Access Cap Impact?

- **Impacted by 1% Cap:**
  - Assessment Proficiency Rates on Scorecards
    - *Only 1%* of students who take the MI-Access *and score in the proficient range* will actually be counted as proficient for Scorecard purposes, the rest are counted as *not proficient*.
- ***NOT* Impacted by 1% Cap:**
  - Assessment Participation Rates on Scorecards
    - All students with valid MI-Access tests will be considered as "tested" for participation purposes on Scorecard regardless of "cap space."
    - Schools and districts should always select the most appropriate assessment program for an individual student with an IEP.
  - Top-to-Bottom Rankings
    - Rankings are based on z-scores of scaled scores and not a proficiency cut indicator, making the concept of being proficient or not proficient irrelevant for ranking purposes.

Exceptions to the 1% MI-Access Cap

- Since the federal rules cap proficient MI-Access scores at 1%, some districts with larger percentages of students taking an assessment from the MI-Access program, may need to exceed the 1% cap to count more of their proficient students as proficient for Scorecard purposes.
- The federal rules require that school districts apply for an exception when the district needs to exceed the 1% cap.
- This is called the **1% Cap Exception Application.** Applications are offered annually in late winter/spring and if approved are good for 3 years.

Separate 1% Caps are Computed for Each Content Area

	Included in Cap for Content Area			
Grades	ELA	Math	Science	Social Studies*
3	X	X		
4	X	X	X	
5	X	X		X
6	X	X		
7	X	X	X	
8	X	X		X
11	x	X	X	X
Example Enrollment #:	1000 students	1000 students	300 students	100 students*
Example Cap Size:	10 students	10 students	3 students	1 student*

Estimating your 1% MI-Access Cap

- **Estimating the ELA 1% Cap for the ELA Content Area:**
  - District has 1000 students enrolled in grades 3 through 8 and 11 (ALL STUDENTS, not just SE/MI-Access)
  - For the ELA content area proficiency cap:
    1% of 1000 students = 10 students → **1% Cap is 10 Students!**
- **What does a 1% Cap of 10 students mean in this example?**
  - This means 10 MI-Access students that scored proficient are able to count as proficient toward scorecard districtwide already, without needing to exceed the 1% cap.
- **What if that district assesses 20 students with MI-Access and ALL 20 are PROFICIENT?**
  - 10 Students will count as proficient and 10 as not proficient on the Scorecard.
- **What if the district has an approved 1% Cap Exception Application?**
  - If the district has an approved application AND appeals during Preliminary Scorecard window (fall, annually) to have 1% cap exception applied and the appeal is relevant, an additional 1% is applied to set cap at 20 students.
  - 1% cap = 10 students, additional 1% = 10 students for a total allowable of 20 students to count as proficient on the scorecard.

How it Works Overall

- STEP 1: District estimates that >1% percent of the district headcount enrollment (grades 3-8 and 11) will take the MI-Access.
- STEP 2: District applies in late winter 1% MI-Access Proficiency Cap Exception or has an existing approved waiver application.
- STEP 3: Preliminary scorecard window opens in Secure Site in Fall.
- STEP 4: Students with Disabilities subgroup fails to meet proficiency target due to 1% cap on preliminary scorecard.
- STEP 5: District appeals preliminary scorecard requesting that the 1% cap exception be applied.
- STEP 6: MDE staff reviews scorecard appeal and verifies that exceeding cap is necessary for subgroup. If so, 1% cap exception is applied to have subgroup meet proficiency target.

Formerly SE Students

SCORECARD TOPICS:

WAYS TO HELP INCREASE YOUR SE SUBGROUP PROFICIENCY RATES

Background on Formerly SE Students

- USED allows the inclusion of students previously identified and exited from Students with Disabilities/Special Education (SE) status in the previous school year to be considered SE for current year Scorecards.
- "Formerly SE" students are referred to as FSE students.

Formerly FSE Students

- Generally, FSE students perform better than students currently receiving SE services
  - For example, a student recently exited from receiving SLI services.
- Including the formerly SE students into the current SE subgroup, can help improve the SE subgroup performance.

Including FSE Students

- During the preliminary Scorecard review/appeal window, you can request in the Secure Site that FSE students be included in your SE student subgroup.
- Doing this could help your SE subgroup improve its proficiency rate to meet its proficiency target.
- This does not impact test participation rates for the SE subgroup.

Formerly LEP Students

SCORECARD TOPICS:

WAYS TO HELP INCREASE YOUR LEP SUBGROUP PROFICIENCY RATES

Background on Formerly LEP Students

- USED allows the inclusion of students previously identified and exited from Limited English Proficient (LEP) status in the previous school year to be considered LEP for current year Scorecards.
- "Formerly LEP" students are referred to as FLEP students.

Formerly LEP Students

- Generally, FLEP students perform better than students currently receiving LEP services, which makes sense because a LEP student has to demonstrate proficiency in the English language in order to exit those services.
- Including the formerly LEP students into the current LEP subgroup, can help improve the LEP subgroup performance.

Including FLEP Students

- During the preliminary Scorecard review/appeal window, you can request in the Secure Site that FLEP students be included in your LEP student subgroup.
- Doing this could help your LEP subgroup improve its proficiency rate to meet its target.
- This does not impact test participation rates for the FLEP subgroup.

Sending Scores Back Program

SHARED EDUCATIONAL ENTITIES (SEEs) &
SPECIALIZED SHARED EDUCATIONAL ENTITIES (S2E2s)

What are SEEs and S2E2s

- SEEs are separate schools
- S2E2s are ISD/consortia-wide programs
- Both serve unique educational opportunities, such as:
  - Special Education
  - Alternative Education
  - Early/Middle Colleges
  - Gifted & Talented

Why apply to be a SEE or S2E2?

- SEEs and S2E2s, serve students from many different surrounding districts.
- Becoming a SEE/S2E2 attributes student accountability back to their respective resident districts.
- Accountability for the non-resident students receiving the services of the SEE/S2E2 will not contribute to the district operating the SEE school or S2E2 classroom program.

Example of a Setup Benefitted by a S2E2:

- District 1 operates a classroom for MoCI students
- District 2 operates a classroom for SXI students
- District 2 operates a classroom for ASD students
- Districts around 1 and 2 all send their MoCI and SXI students to districts 1 and 2 since they offer services they do not.

★ As an S2E2 cooperative of classroom programs among these districts, the accountability for the non-resident students in these programs returns to their respective resident districts!

★ Sending Scores Back applications available annually May-August (www.mi.gov/sees).

Full Academic Year Status

STUDENTS INCLUDED IN SCORECARDS & SCHOOL RANKINGS

What is FAY?

- FAY students are those that have been enrolled in a school long enough to be held accountable at that school.
- FAY students are the only students that can contribute to a school's proficiency for Scorecards or School Rankings.
- FAY status does not relate to participation as participation is based on enrollment at the time of testing.

How does a student become FAY?

- If a student's primary education providing entity (PEPE) from the…
  - Fall 2014 MSDS General Collection
  - Spring 2015 MSDS General Collection
  - Spring 2015 M-STEP/MI-Access Assessment Snapshot

  …are the SAME among all three bullets above, then the student would be considered Full Academic Year and contribute to Scorecards and School Rankings.
- EOY Collection is not used due to timing, availability.

MSDS Data Reporting for Accountability Purposes

BEST PRACTICES

Steps to Success in the MSDS

- For Trouble-Free Accountability Data:
  1. Submit accurate data in the MSDS and keep it up to date with Student Record Maintenance
  2. Ensure enrolled students are Pre-ID'd for state tests
     Note: Assigning/Unassigning for a test cycle DOES NOT necessarily relate to test expectation. Participation is based on MSDS enrollment not Pre-ID in the Secure Site.
  3. Review Accountable Students and Test Verification windows.
  4. Update MSDS records prior to Assessment Data Snapshot SRM deadline.

Steps to Success in the MSDS

★ For more information and detail on MSDS best practices, be sure to check out the "MSDS Best Practices Guide for Trouble-Free Accountability" that we update and post annually!

★ www.mi.gov/baa-accountability

Helpful Links

- General accountability-related resources, updates, etc.
  www.mi.gov/baa-accountability
- Scorecard guide, FAQs, proficiency targets
  www.mi.gov/schoolscorecard
- Priority, Focus, Reward presentations, historical lists/statuses
  www.mi.gov/ttb
- New Secure Site. Available to authorized users only
  https://baa.state.mi.us/BAASecure
- Public data portal - https://www.mischooldata.org

Questions? Comments?

We're here to help!

Thank you!

Ask us today or contact:

MDE-Accountability@Michigan.gov

-OR- (877) 560-8378

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