



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

RICK SNYDER
GOVERNOR

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

MEMORANDUM

TO: State Board of Education

FROM: Mike Flanagan, Chairman 

DATE: June 8, 2011

SUBJECT: Discussion and Approval of Proposed Standards for Michigan School Accreditation

The Michigan Department of Education (MDE) has been engaged in the process of proposing new standards for Michigan school accreditation in order to replace the current accreditation system, Education Yardstick for Education Success (YES)!. The new proposed standards for school accreditation are summarized in Attachment A of this memorandum.

The development of these standards has been an ongoing process that has involved significant feedback and contribution from the field. In April 2011, MDE conducted a final series of public hearings to gather public comment on the new proposed standards. Using the testimony gathered from these hearings, along with feedback obtained from education policy organizations, stakeholder groups, and the field, the MDE is considering revisions to the proposed standards.

MDE staff will present the proposed standards for accreditation, with specific attention given to those revisions made in response to public comment.

These modifications include:

1. Removal of the Persistently Lowest Achieving list as a criterion for accreditation decisions.
2. The use of average standardized scale scores for the Top to Bottom ranking calculations rather than percents proficient.
3. The use of a weighted composite of individual student performance level change to calculate improvement in grades 3-8 reading and mathematics.
4. Elimination of ceiling effects by counting students as improving in grades 3-8 reading or mathematics if they are in the top performance level, and by not using improvement slopes for content areas (or graduation rate) where schools have proficiency (or graduation) rates of 90% or better.

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5. Calculation of achievement gaps for schools based on the top scoring 30% of students versus the bottom scoring 30% of students.

It is recommended that as a part of the process of the Michigan Department of Education presenting a final recommendation regarding *Michigan School Accreditation* to the State Superintendent of Public Instruction, the State Board of Education approve the proposed standards *Michigan School Accreditation* as described in Attachment A to this memorandum.

MICHIGAN SCHOOL Accreditation

~~Michigan's School Accreditation and Accountability System: From Education YES! To MI-SAAS~~

Background

In March, 2002, the State Board of Education approved "Education YES!—A Yardstick for Excellent Schools" as the state's accreditation system to provide a means of setting standards for continuous school improvement and measuring the need for support and intervention for schools. Michigan's initiation of this accreditation system was concurrent with passage of No Child Left Behind (NCLB), which required states to have an accountability system. As a result, Education YES! has been Michigan's method to align state and federal requirements by blending state accountability and adequate yearly progress (AYP) reporting for NCLB.

Since 2002, the Board has made significant policy changes that resulted in the Michigan Merit Exam, expanded indicators for the School Improvement Framework self-assessment, MI-Access for students with special needs, testing in grades 3-8, and inclusion of a growth model. AS A RESULT, THE MICHIGAN DEPARTMENT OF EDUCATION (MDE) STAFF DETERMINED A REDESIGN OF THE CURRENT SYSTEM WAS NEEDED. In addition to policy changes, MANY STAKEHOLDERS educators, parents, and employers have identified concerns with the system and made numerous recommendations to make it more understandable and transparent THROUGH EMAIL, PUBLIC COMMENT, AND PARTICIATION ON REFERENT GROUPS. THE PROCESS HAS BEEN LENGTHY, THOUGHTFUL, AND THOROUGH.

~~As a result, the Michigan Department of Education (MDE) staff determined a major redesign of the current system was needed. A stakeholder group was convened to evaluate the current system, review the statutory basis for school accreditation, and make recommendations for a redesigned system of state school accreditation.~~

~~The redesign team, which met regularly for over a year to complete its work, analyzed the current system and identified the following concerns with EducationYES!:-~~

- ~~• Consequences of Michigan accreditation and NCLB AYP are not aligned.~~
- ~~• It shifts emphasis from Michigan to federal requirements.~~

- Its grading structure uses the federal Adequate Yearly Progress (AYP) status to lower the Michigan accreditation status.
- It needs additional clarity, usefulness, and credibility.
- Educators, parents, and employers want and deserve an understandable one-stop information system.

In analyzing NCLB requirements, the team determined that Education YES! failed to distinguish between schools making progress but missing one or two of the 40-plus requirements from those not making progress and missing many or most of the requirements. The team concurred that Michigan needed a system that could make such distinctions as a means to identify schools most in need of interventions and support services.

The proposed redesign, the Michigan School Accreditation and Accountability System (MI-SAAS), addresses these concerns. It makes Michigan standards the primary determinants for the state's accreditation system. It recognizes academic progress in all core subjects, recognizes five and six year graduation rates as successes, and enables schools to understand how their accreditation statuses were calculated. Using a "dashboard" display rather than a single letter grade, MI-SAAS provides greater credibility, more transparent accountability, and increased usefulness to those interested in the continuous improvement of Michigan schools. The MI-SAAS will report a school's accreditation status, as well as its AYP status and subgroup data as required by the Elementary and Secondary Education Act (ESEA). This will provide both state and federal data to identify those schools that merit the highest priority for support and intervention.

THE SYSTEM OF SCHOOL ACCREDITATION (MICHIGAN SCHOOL ACCREDITATION) RESULTING FROM THIS LENGTHY PROCESS IS DESCRIBED BELOW

HOW DOES MICHIGAN SCHOOL ACCREDITATION ADDRESS THE SIX AREAS DESCRIBED IN MCL 380.1280?

THERE ARE SIX AREAS OF SCHOOL OPERATION OUTLINED IN STATE STATUTE THAT CAN BE ADDRESSED BY AN ACCREDITATION SYSTEM. THEY ARE:

- 1) ADMINISTRATION AND SCHOOL ORGANIZATION
- 2) CURRICULA
- 3) STAFF
- 4) SCHOOL AND PLANT FACILITIES
- 5) SCHOOL AND COMMUNITY RELATIONS
- 6) SCHOOL IMPROVEMENT PLANS AND STUDENT PERFORMANCE.

FIGURE 1 BELOW DESCRIBES THE PROPOSED STANDARDS FOR MICHIGAN SCHOOL ACCREDITATION, AND THE CRITERIA BY WHICH THOSE STANDARDS ARE MEASURED. THE CHART BELOW IS PROVIDED TO HELP CLARIFY HOW THE STANDARDS OF MICHIGAN SCHOOL ACCREDITATION RELATE TO THE SIX AREAS OF SCHOOL OPERATION.

FIGURE 1

AREA OF SCHOOL OPERATION	STANDARD	CRITERIA
ADMINISTRATION AND SCHOOL ORGANIZATION	1. THE SCHOOL IDENTIFIES, PLANS AND ADDRESSES CRITICAL ELEMENTS RELATED TO ADMINISTRATION AND SCHOOL ORGANIZATION, AND PROVIDES DATA REGARDING THEIR PLAN AND PROGRESS.	1. SUBMISSION OF ANNUAL PERFORMANCE INDICATORS 2. SCHOOL IMPROVEMENT PLAN PUBLISHED (MCL 380.1280B)
CURRICULA	1. THE SCHOOL IDENTIFIES, PLANS AND ADDRESSES CRITICAL ELEMENTS RELATED TO CURRICULUM, AND PROVIDES DATA REGARDING THEIR PLAN AND PROGRESS. 2. MCL 380.1204A (REQUIRED CURRICULA OFFERED)	1. SUBMISSION OF ANNUAL PERFORMANCE INDICATORS 2. ASSURANCES IN THE SCHOOL IMPROVEMENT PLAN
STAFF	1. THE SCHOOL IDENTIFIES, PLANS AND ADDRESSES CRITICAL ELEMENTS RELATED TO STAFF, AND PROVIDES DATA REGARDING THEIR PLAN AND PROGRESS. 2. MCL 380.1233 (ALL STAFF HOLD CERTIFICATION)	1. SUBMISSION OF ANNUAL PERFORMANCE INDICATORS 2. ANALYSIS OF REGISTRY OF EDUCATIONAL PERSONNEL DATA BY MDE
SCHOOL AND PLANT FACILITIES	1. THE SCHOOL IDENTIFIES, PLANS AND ADDRESSES CRITICAL ELEMENTS RELATED TO SCHOOL AND PLANT FACILITIES, AND PROVIDES DATA REGARDING THEIR PLAN AND PROGRESS.	1. SUBMISSION OF ANNUAL PERFORMANCE INDICATORS
SCHOOL AND COMMUNITY RELATIONS	1. THE SCHOOL IDENTIFIES, PLANS AND ADDRESSES CRITICAL ELEMENTS RELATED TO SCHOOL AND COMMUNITY RELATIONS, AND PROVIDES DATA REGARDING THEIR PLAN AND PROGRESS. 2. FULLY COMPLIANT ANNUAL EDUCATION REPORT PUBLISHED	1. SUBMISSION OF ANNUAL PERFORMANCE INDICATORS 2. ASSURANCES IN THE SCHOOL IMPROVEMENT PLAN
SCHOOL IMPROVEMENT PLANS AND STUDENT PERFORMANCE	1. THE SCHOOL COMPLETES AND SUBMITS AN ANNUAL SCHOOL IMPROVEMENT PLAN, AND PUBLISHES THIS PLAN ANNUALLY (MCL 380.1204A) 2. THE SCHOOL TESTS LITERACY AND MATH ANNUALLY IN GRADES 1-5 (MCL 380.1280B) 3. THE SCHOOL MEETS (AT THE 5 TH PERCENTILE OR HIGHER AND AT LESS THAN THE 20 TH PERCENTILE ON THE TOP TO BOTTOM LIST) OR EXCEEDS (AT OR ABOVE THE 20 TH PERCENTILE ON THE TOP TO BOTTOM LIST) MINIMUM STANDARDS FOR STUDENT ACHIEVEMENT, GROWTH IN STUDENT ACHIEVEMENT, IMPROVEMENT IN STUDENT ACHIEVEMENT, ACHIEVEMENT GAPS, AND GRADUATION RATE. 4. THE SCHOOL MEETS OR EXCEEDS STANDARDS (90%) FOR ATTENDANCE RATE 5. THE SCHOOL MEETS OR EXCEEDS STANDARDS FOR PARTICIPATION RATE (95%) IN ALL SUBJECTS ON STATE ASSESSMENTS	1. SUBMISSION OF ANNUAL PERFORMANCE INDICATORS 2. ASSURANCES IN THE SCHOOL IMPROVEMENT PLAN 3. TOP TO BOTTOM LIST 4. STUDENT ATTENDANCE DATA 5. STUDENT ENROLLMENT DATA 6. STUDENT PARTICIPATION DATA

~~MICHIGAN SCHOOL ACCREDITATION AND ACCOUNTABILITY SYSTEM (MI-SAAS)~~

~~The MI-SAAS is based on~~ MICHIGAN SCHOOL ACCREDITATION USES THE CRITERIA OF student outcomes and compliance with Michigan statute and Michigan State Board of Education policy TO ADDRESS STANDARDS FOR EACH OF THE SIX AREAS OF SCHOOL OPERATION. These ~~components~~ CRITERIA are combined to assign an Annual State MICHIGAN SCHOOL Accreditation Status to each school BASED ON THE EXTENT TO WHICH THE SCHOOL MET (OR EXCEEDED) THE STANDARDS. To provide educators, parents, and employers with a complete picture of the school, additional information about the school and its district, community, and the state is included as part of the “dashboard” display.

~~Each of these three elements SETS OF CRITERIA is ARE described below:~~

MICHIGAN SCHOOL ACCREDITATION CONSIDERS A SCHOOL'S PERFORMANCE ON:

- 1) Factors other than performance on state tests (compliance with state statute and Michigan State Board of Education policy)
- 2) Statewide Top To Bottom Ranking, including
 - a. Student achievement and improvement over time.
 - b. Student graduation rates and improvement over time.
- 3) ~~Appearance on the list of Persistently Lowest Achieving (PLA) schools.~~

Based on these ~~three~~ TWO components, each school is assigned an “Annual State MICHIGAN SCHOOL Accreditation Status.” On the website displaying schools’ accreditation statuses, additional School, District, Community, and State information will also be displayed.

~~The three are described in detail below, followed by a further description of the annual state accreditation status and additional information to be displayed.~~

1. Factors other than performance on state tests (compliance with state statute and Michigan State Board of Education Policy).

~~The first core element for accountability in MICHIGAN SCHOOL ACCREDITATION the MI-SAAS is a school's compliance with Michigan statute and policy.~~ For schools to be accredited, they must comply with STANDARDS RELATED TO basic accreditation requirements in MCL 380.1280 and with STANDARDS RELATED TO the requirement to employ only teachers who hold a valid teaching certificate (MCL 380.1233). The nine statutory/policy requirements appear below.

- Do 100% of the school’s staff hold the necessary Michigan certification? (MCL 380.1233)
- Is the school’s annual School Improvement Plan published? (MCL 380.1204a)
- Are required curricula offered (MCL 380.1204a):
 - Grade Level Content Expectations in grades K-8?
 - Michigan Merit Curriculum in grades 9-12?
- Is a fully compliant Annual Report published?

- Have the Performance Indicators or equivalent been submitted through the School Improvement Framework or AdvancED Standards and Assessment Report? (MCL 380.1204a)
- Are literacy and math tested annually in grades 1-5? (MCL 380.1280b)
- If the school was designated for participation in the National Assessment of Educational Progress (NAEP), did the school participate? (MCL 380.1280b)
- Is the attendance rate 90% or above (if the school does not have a graduation rate?)¹ (MCL 380.1280b and MCL 388.1619).
- Did the school test at least 95% of eligible students in every subject tested? (Board Policy 10/18/2001)

If the answer to **any** one of these questions is “no” for two consecutive years, THE SCHOOL IS CONSIDERED NOT TO HAVE MET THE STANDARDS FOR ALL OF THE SIX AREAS OF SCHOOL OPERATION AND the school’s accreditation status is lowered one level even if the “no” is for a different question each year.

2. Statewide Top to Bottom Ranking

~~The second core element used in calculating a school’s MI-SAAS status is~~ The statewide top to bottom ranking, ~~which~~ takes into account both student achievement on state tests and graduation rates. THIS CRITERION ADDRESSES THE STANDARDS RELATED TO SCHOOL IMPROVEMENT PLANS AND STUDENT PERFORMANCE, ALONG WITH OTHER CRITERIA OUTLINED IN FIGURE 1 (I.E. ANNUAL PERFORMANCE INDICATORS, SCHOOL IMPROVEMENT PLAN, AND ASSURANCES IN THE SCHOOL IMPROVEMENT PLAN.)

Student achievement on state tests is included in the statewide top to bottom ranking in the three following ways:

- Achievement (elementary, middle, and high schools).
- Improvement in achievement over time.
- The largest achievement gap between ~~the any~~ two subgroups ~~(calculated based on the subgroups used in AYP)~~ CALCULATED BASED ON THE TOP SCORING 30% OF STUDENTS VERSUS THE BOTTOM SCORING 30% OF STUDENTS.

Student graduation is included in the statewide top to bottom ranking (for schools with a graduation rate) in the two following ways:

- Graduation Rate.
- Improvement in graduation rate over time.

~~To align the accreditation system with new federal accountability measures and state reform law, the calculations for student achievement and improvement are the same as those used to determine the Persistently Lowest Achieving schools list, with the addition of calculations for writing, science, and social studies.—THE~~

¹ Graduation rate will not be considered in the compliance factors as it will be included in the top-to-bottom ranking

CALCULATIONS USED FOR THE TOP TO BOTTOM RANKING INCLUDE ALL SCHOOLS WITH AT LEAST 30 STUDENTS TESTED OVER THE LAST TWO YEARS IN AT LEAST TWO STATE TESTED CONTENT AREAS (CURRENTLY MATHEMATICS, READING, SCIENCE, SOCIAL STUDIES, AND WRITING). FOR EACH STATE TESTED CONTENT AREA, A SCHOOL INDEX IS CREATED.

FIGURE2 BELOW SHOWS HOW THE INDEX IS CREATED FOR READING AND MATHEMATICS IN GRADES 3-8.

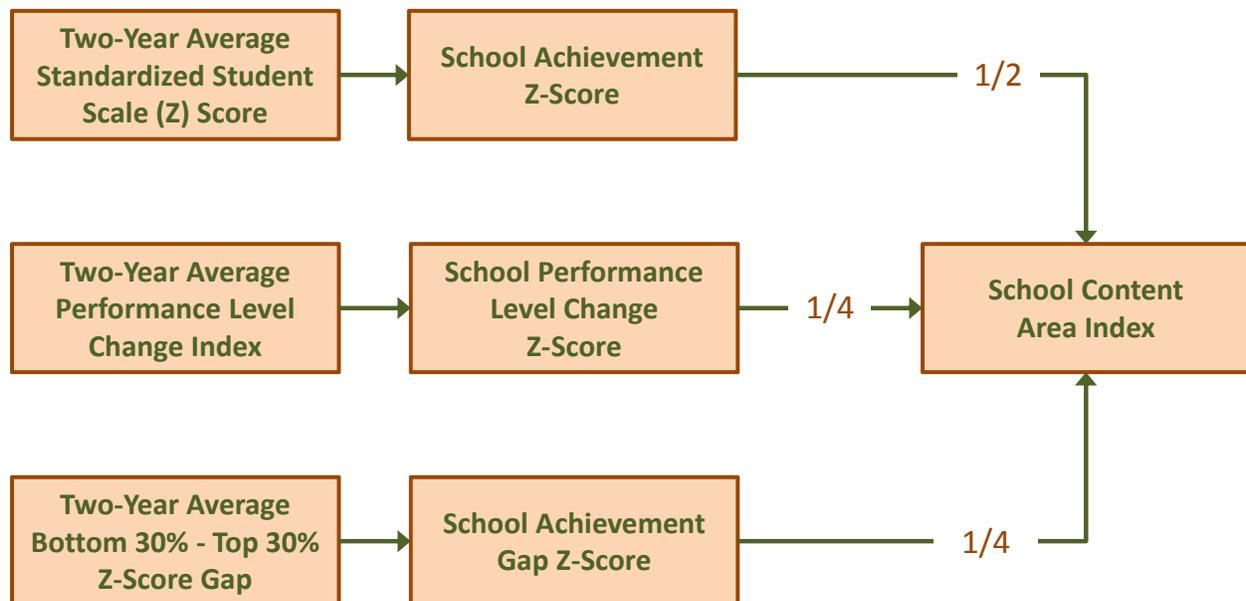


FIGURE 2. CREATING A CONTENT AREA INDEX FOR GRADES 3-8 MATHEMATICS AND READING.

AS SHOWN AT THE TOP LEFT OF FIGURE 1, A STANDARDIZED SCALE SCORE IS CREATED FOR EACH STUDENT TAKING A TEST. THIS IS DONE BY CALCULATING THE STUDENT Z-SCORE OF EACH STUDENT AGAINST ALL STUDENTS STATEWIDE TAKING THE SAME TEST IN THE SAME GRADE LEVEL IN THE SAME YEAR. THIS ASSURES THAT EACH STUDENT IS COMPARED ONLY TO SIMILAR STUDENTS TAKING THE SAME TYPE OF TEST IN THE SAME YEAR AND GRADE LEVEL. THE AVERAGE STANDARDIZED SCALE SCORE FOR EACH SCHOOL IS THEN CALCULATED ACROSS THE TWO MOST RECENT YEARS.

FOLLOWING THE ARROW TO THE RIGHT, A SCHOOL ACHIEVEMENT Z-SCORE IS CALCULATED BY COMPARING THE SCHOOL'S TWO-YEAR AVERAGE STANDARDIZED SCALE SCORE TO ALL OTHER SCHOOLS IN THE STATE ON THAT CONTENT AREA. THAT QUANTITY IS THEN MULTIPLIED BY 1/2 TO CONTRIBUTE TO THE OVERALL SCHOOL INDEX IN THE CONTENT AREA.

AS SHOWN IN THE MIDDLE BOX ON THE LEFT SIDE OF FIGURE 1, A TWO-YEAR AVERAGE PERFORMANCE LEVEL CHANGE INDEX IS CALCULATED USING SCORES DISPLAYED IN THE CHART BELOW. THE SCORES HEAVILY REWARD SIGNIFICANT IMPROVEMENTS, REWARDS IMPROVEMENTS, REWARDS MAINTENANCE OF

PERFORMANCE LEVEL FOR STUDENTS WHO WERE ALREADY PROFICIENT, AND DISINCENTIVIZES ALL DECLINES AND SIGNIFICANT DECLINES. A CEILING CLAUSE IS ALSO IMPLEMENTED HERE SUCH THAT ANY STUDENT WHO DECLINES IN PERFORMANCE LEVEL BUT REMAINS IN THE TOP PERFORMANCE LEVEL CAN BE CONSIDERED TO HAVE MAINTAINED HIS OR HER PERFORMANCE LEVEL.

Previous Proficiency	Significant Decline	Decline	Maintain	Improvement	Significant Improvement
Not Previously Proficient	-2	-1	0	1	2
Previously Proficient	-2	-1	1	1	2

FIGURE 3. PERFORMANCE LEVEL CHANGE SCORES.

FOR EACH THE SCHOOL, THE PERFORMANCE LEVEL CHANGE SCORES ARE SUMMED ACROSS STUDENTS AND AN AVERAGE IS TAKEN TO CREATE THE TWO-YEAR AVERAGE PERFORMANCE LEVEL CHANGE INDEX. THE INDEX FOR EACH SCHOOL IS THEN COMPARED TO THE REST OF THE SCHOOLS IN THE STATE TO CREATE A SCHOOL-LEVEL PERFORMANCE LEVEL CHANGE Z-SCORE. THAT Z-SCORE IS THEN MULTIPLIED BY 1/4 TO CONTRIBUTE TO THE OVERALL SCHOOL INDEX IN THE CONTENT AREA.

FINALLY, AS SHOWN ON THE BOTTOM LEFT OF FIGURE 1, A TWO-YEAR AVERAGE BOTTOM 30% MINUS TOP 30% Z-SCORE GAP IS CREATED BY OBTAINING THE AVERAGE Z-SCORES OF THE BOTTOM 30% OF Z-SCORES IN THE SCHOOL AND SUBTRACTING FROM THAT THE AVERAGE OF THE TOP 30% OF Z-SCORES IN THE SCHOOL. THIS GIVES A NEGATIVE NUMBER WHICH WHEN COMPARED TO ALL SCHOOLS IN THE STATE ASSURES THAT SCHOOLS WITH THE HIGHEST ACHEIVEMENT GAP RECEIVE THE LOWEST Z-SCORES AS INTENDED. THE SCHOOL Z-SCORE FOR ACHIEVEMENT GAP IS THEN MULTIPLIED BY 1/4 TO CONTRIBUTE TO THE OVERALL SCHOOL INDEX IN THE CONTENT AREA.

FIGURE 4 BELOW SHOWS HOW THE INDEX IS CREATED FOR SCIENCE, SOCIAL STUDIES, WRITING IN ALL GRADES; AND FOR READING AND MATHEMATICS IN GRADE 11. THE ONLY DIFFERENCE BETWEEN FIGURE 4 AND FIGURE 3 IS THAT RATHER THAN PERFORMANCE LEVEL CHANGE, A FOUR-YEAR ACHIEVEMENT TREND SLOPE IS CALCULATED BY REGRESSING TWO-YEAR AVERAGE Z-SCORES ON SCHOOL YEAR. THIS IMPROVEMENT SLOPE IS THEN COMPARED TO THE IMPROVEMENT SLOPES FOR ALL OTHER SCHOOLS TO DERIVE A SCHOOL PERFORMANCE ACHIEVEMENT TREND Z-SCORE., WHICH IS THEN MULTIPLIED BY 1/4 TO CONTRIBUTE TO THE OVERALL SCHOOL INDEX IN THE CONTENT AREA.

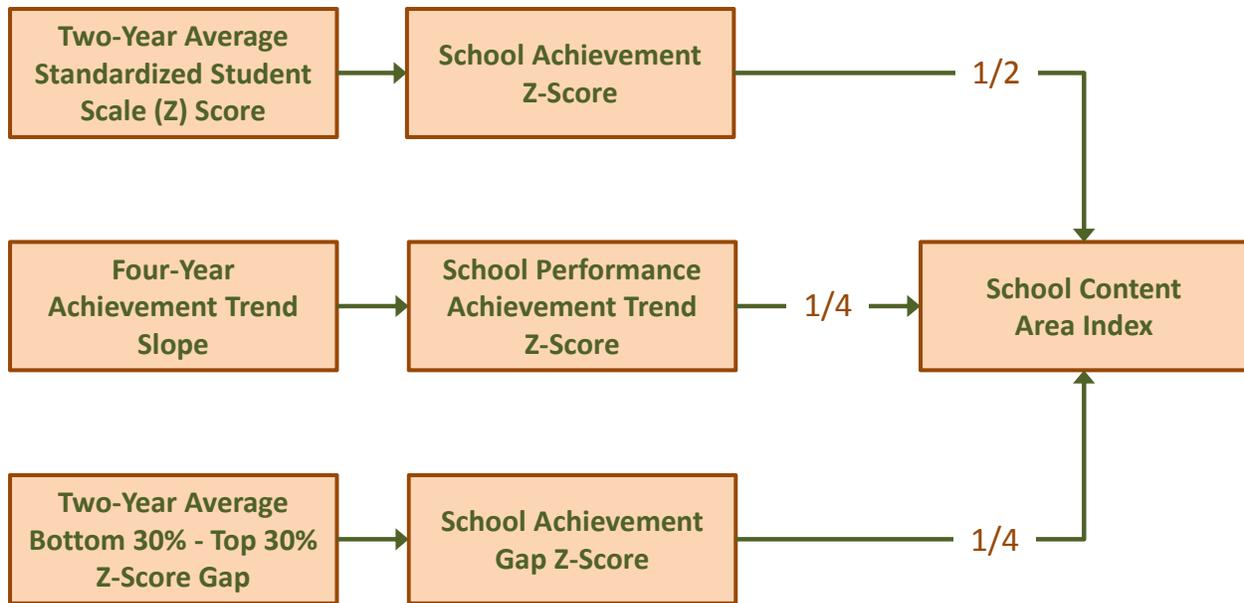


FIGURE 4. CREATING A CONTENTAREA INDEX FOR THE REMAINING GRADES AND SUBJECTS.

FIGURE 5 BELOW SHOWS HOW THE INDEX FOR GRADUATION RATE IS CREATED FOR SCHOOLS THAT HAVE A GRADUATION RATE.

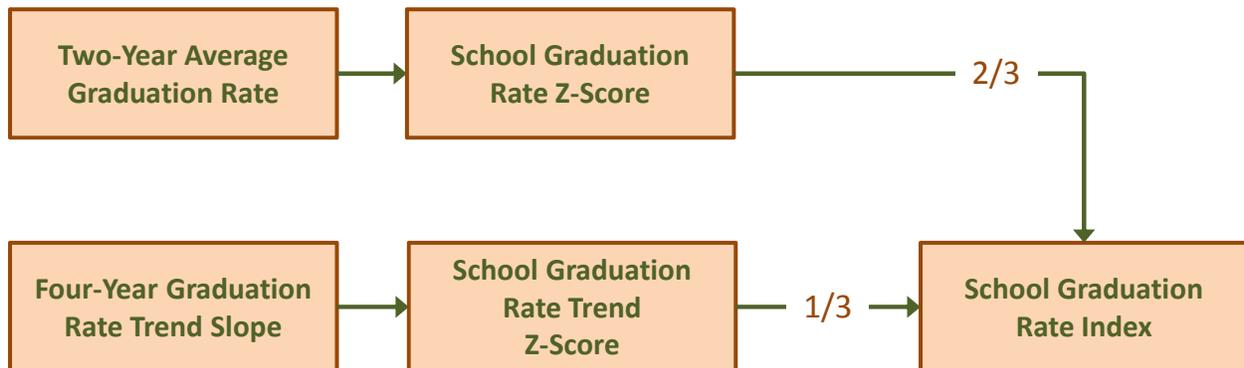


FIGURE 5. CREATING A GRADUATION RATE INDEX.

STARTING AT THE TOP LEFT OF FIGURE 4, THE TWO-YEAR AVERAGE GRADUATION RATE IS CALCULATED, AND COMPARED TO ALL OTHER SCHOOLS' GRADUATION RATES TO CREATE A SCHOOL GRADUATION RATE Z-SCORE. THAT Z-SCORE IS MULTIPLIED BY 2/3 TO CONTRIBUTE TO THE SCHOOL GRADUATION RATE INDEX. MOVING TO THE BOTTOM LEFT OF FIGURE 4, A FOUR YEAR GRADUATION RATE TREND SLOPE (OR ANNUAL IMPROVEMENT RATE) IS CALCULATED BY REGRESSING GRADUATION RATE ON YEAR. THAT SLOPE IS THEN TRANSFORMED INTO A Z-SCORE BY COMPARING THE SCHOOL'S SLOPE TO THE SLOPES OF ALL OTHER SCHOOLS. THAT SCHOOL GRADUATION RATE TREND Z-SCORE IS THEN MULTIPLIED BY 1/3 TO CONTRIBUTE TO THE SCHOOL GRADUATION RATE INDEX.

ALL SCHOOL CONTENT AREA INDICES (AND THE GRADUATION RATE INDEX) ARE THEN COMBINED TO CREATE AN OVERALL SCHOOL INDEX AS SHOWN IN FIGURE 6.

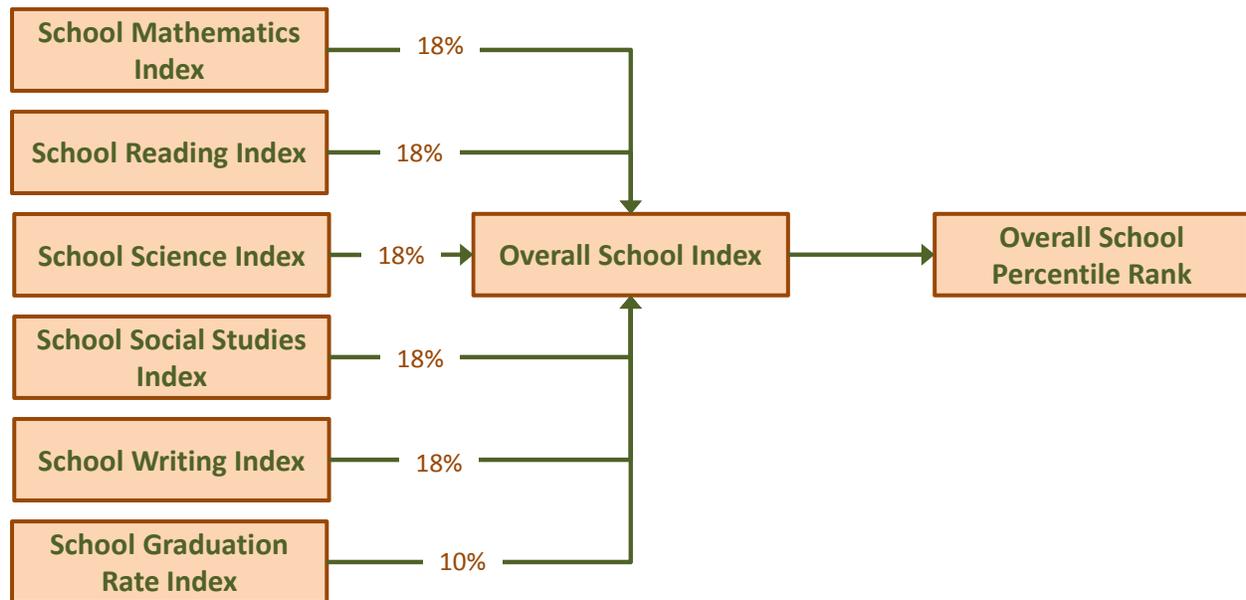


FIGURE 6. CREATING AN OVERALL SCHOOL INDEX FOR AN ENTIRE SCHOOL WITH A GRADUATION RATE.

TO CREATE AN OVERALL SCHOOL INDEX, THE SCHOOL GRADUATION RATE INDEX IS MULTIPLIED BY 10% TO CONTRIBUTE TO THE OVERALL INDEX. THE REMAINING 90% IS EQUALLY DIVIDED AMONG THE CONTENT AREAS FOR WHICH THE SCHOOL HAS AN INDEX. IN THE CASE PRESENTED IN FIGURE 5, FOR EXAMPLE, THE REMAINING 90% IS DIVIDED FIVE WAYS TO ACCOUNT FOR THE FIVE CONTENT AREAS IN WHICH THE SCHOOL HAS AN INDEX.

FOR SCHOOLS WITHOUT A GRADUATION RATE, THE 100% OF THE OVERALL SCHOOL INDEX IS DIVIDED EQUALLY AMONG THE CONTENT AREAS FOR WHICH THE SCHOOL HAS AN INDEX. FOR EXAMPLE, IN THE CASE OF A SCHOOL WITH FIVE CONTENT AREAS, EACH WOULD BE WEIGHTED 20% AND IN THE CASE OF A SCHOOL WITH FOUR CONTENT AREAS, EACH WOULD BE WEIGHTED 25%.

ONCE AN OVERALL SCHOOL INDEX IS CREATED, THE OVERALL SCHOOL PERCENTILE RANK IS THEN CALCULATED BY COMPARING EACH SCHOOL'S OVERALL SCHOOL INDEX TO ALL OTHER OVERALL SCHOOL INDICES ACROSS THE STATE.

Based on the statewide top to bottom ranking, MICHIGAN SCHOOL ACCREDITATION MI-SAAS establishes the following standards CRITERIA to determine a school's initial accreditation status:

- ACCREDITED: Rank at or above 20th percentile on Statewide Top to Bottom ranking.

- INTERIM ACCREDITED: Rank greater than or equal to 6th THE 5TH percentile but less than 20th percentile on Statewide Top to Bottom ranking.
- UNACCREDITED: Rank less than or equal to the 5th percentile on the Statewide Top to Bottom ranking.

This initial accreditation status is then finalized based on a school’s meeting the compliance factors ~~and whether it appears on the list of Persistently Lowest Achieving (PLA) schools.~~

The assessment data used to determine a school’s accreditation status will use only the scores of students at the school for a full academic year prior to the assessment. Since the grade 3-9 assessments (elementary and middle school) are given in the fall and cover content learned the previous year, feeder codes will be used to attribute the students’ scores to the school attended during the prior school year. In contrast to federal AYP requirements, ~~MI-SAAS~~ MICHIGAN SCHOOL ACCREDITATION does not cap the number of students with scores on the MI-Access assessments. All scores on MI-Access will be included in the achievement calculation.

~~3: Appearance on the List of Persistently Lowest Achieving Schools:~~

~~The third core element for accountability in MI-SAAS is whether a school appears on the list of Persistently Lowest Achieving (PLA) schools. Any school appearing on the PLA list will be considered unaccredited.~~

ANNUAL STATE ACCREDITATION STATUS

Student achievement and compliance with Michigan statute and State Board of Education policy are combined to EVALUATE WHETHER OR NOT A SCHOOL MET OR EXCEEDED THE STANDARDS IN EACH OF THE SIX AREAS OF SCHOOL OPERATION AND annually assign a state accreditation label for each school. A school cannot be fully accredited if it is among the lowest quintile in the state’s top to bottom school ranking as illustrated in Table 1.²

Table 1. *Different combinations of factors resulting in different accreditation results.*

Statewide Percentile Rank*	Met Additional Factors	Accreditation Result
High	Y	Accredited
High	N	Interim Accredited
Mid	Y	Interim Accredited
Mid	N	Unaccredited
Low	N	Unaccredited
Low	Y	Unaccredited

- * Low = Ranking less than 5th percentile
- Mid = ranking greater than or equal to the 5th percentile, but less than 20th percentile
- High = Ranking greater than or equal to 20th percentile

² The table from the previous iteration (MI-SAAS) has been replaced by Table 1.

SUNSET CLAUSE

Because ~~MI-SAAS~~ MICHIGAN SCHOOL ACCREDITATION includes a school ranking, as currently constituted, there will always be at least 5% of schools unaccredited and approximately 15% of schools interim accredited.

To assure that schools that are adequately preparing students for the next level of primary, secondary, or post-secondary education are not identified as unaccredited or interim accredited, the following sunset clause provides a trigger to the revision of MICHIGAN SCHOOL ACCREDITATION ~~MI-SAAS~~:

MICHIGAN SCHOOL ACCREDITATION ~~MI-SAAS~~ will be revised when at least 80% of students are scoring Proficient or higher in at least 80% of Michigan schools, with proficiency cut scores tied to college and career readiness or being on track to college and career readiness.

This sunset clause does not preclude revision before such a point in time.

ADDITIONAL SCHOOL, DISTRICT, COMMUNITY, AND STATE INFORMATION

Additional school, district, community, and/or state information will also be presented on a dashboard. Data displayed on the dashboard will not be used in MICHIGAN SCHOOL ACCREDITATION ~~MI-SAAS~~ calculations, but will be given to provide contextual information about individual schools. The data to be displayed on the dashboard are of two types:

- Data already collected by the state (e.g., financial, enrollment, demographic data, whether the school has receive AdvancEd accreditation)
- Information voluntarily submitted directly by local schools and districts (e.g., points of pride, local outcomes)